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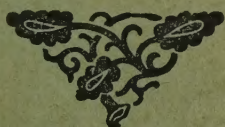
Seventh Annual Report

OF THE

Board of Education
Disciples of Christ

TO

International Convention
of Disciples of Christ



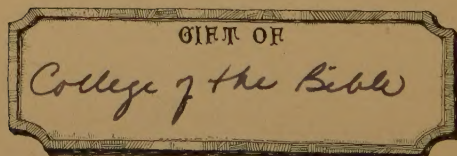
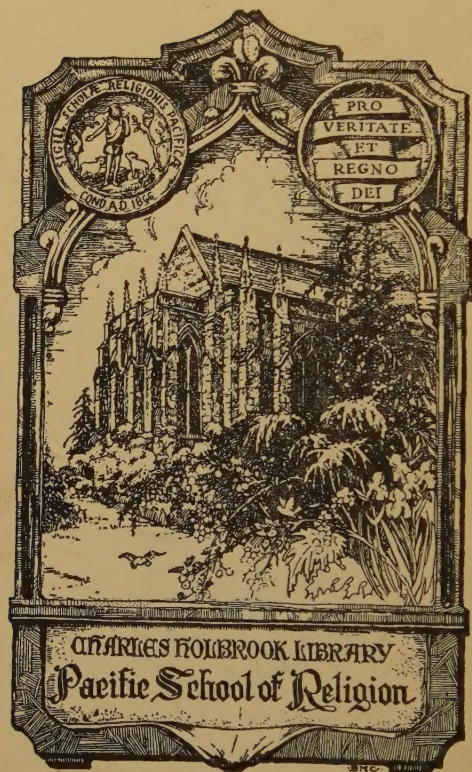
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CHRISTIAN EDUCATION

THE need of the hour is not more factories or materials, not more railroads or steamships, not more armies or more navies, but rather more education based on the plain teachings of Jesus.

"We are willing to give our property and even our lives when our country calls in time of war. Yet the call of Christian education is today of even greater importance than was ever the call of the army or the navy. I say this because we shall probably never live to see America attacked from without, but we may at any time see our best institutions attacked from within.

"I am not offering Christian education as a protector of property, because nearly all the great progressive and liberal movements of history have been born in the hearts of Christian educators. I do, however, insist that the safety of our sons and daughters as they go out on the streets this very night, is due to the influence of the preachers rather than to the influence of the policemen and lawmakers. Yes, the safety of our nation, including all groups, depends on Christian education."

ROGER BABSON.

FOREWORD

HIS is the seventh annual report of the Board of Education of Disciples of Christ. It is submitted to The International Convention and to the churches of the brotherhood of Disciples, in order that they may be informed regarding the work of the Board and made acquainted with its ideals and purposes. There is set forth in this report, in a general way, the accomplishments of the Board during the past missionary year. It is impossible to tabulate many of the results. Spiritual forces cannot be measured with figures nor set down in statistical tables. These immeasurable results must speak for themselves. However, there are other results which do yield to formulation. To these we invite attention and study. The past year has been a difficult one for many reasons and while more might have been done, nevertheless, we believe that all who have an interest in Christian education and who love the work of Christ will rejoice in the victories which have been won, and the advance which has been made. It is truly remarkable, what has been done in the brief period of the existence of this Board. It is with gratitude to all who have cooperated in the work of the Board and with thankfulness to the heavenly Father who has presided over its destinies, that this report is submitted.

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INTRODUCTION

BECAUSE there are so many Disciples who either do not understand, or misunderstand the province, the work, and the purpose of the Board of Education it seems expedient to set forth in an introductory note, the facts relative thereto. Accordingly the aim, the work and the accomplishment of this Board, are here set out in briefest fashion, with the belief that if this introduction is read the report proper will be the better understood and the more highly appreciated.

The fundamental aim of the Board of Education may be stated as follows: to foster an educational spirit and to quicken an educational conscience among Disciples of Christ; to encourage closer cooperation and harmony of action among our institutions of learning; to place before the churches the needs of our colleges and to show their strategic place in the success of the Restoration Movement; to bring all our institutions of learning up to the highest educational standards; to inaugurate in each college proper methods of accounting, an independent audit of books by a certified accountant, and the publishing of annual reports giving full account of the stewardship of the colleges to the churches of Christ; to assist the colleges in the promotion of endowment and betterment campaigns; to cooperate in the effort for recruiting and training a thoroughly equipped lay, ministerial and missionary leadership for the Disciples of Christ; to keep in touch with the great educational movements of our time and to cooperate with other communions and associations in advancing educational interests and in building the Kingdom of God; to nationalize the appeal for higher Christian Education by promoting a national budget for Christian education and securing an annual offering from every church for this holy cause.

In seeking to execute these purposes the Board has established four departments of work and contemplates at least one full time secretary at the head of each department. So far only two departments have secretaries who give all their time to the work of those departments; while a third has a part time secretary. These departments and secretaries are: General H. O. Pritchard, secretary; Promotional G. I. Hoover, secretary; State Universities, J. C. Todd, secretary; Vocation-

al Guidance, no secretary—the work is done at present by the other members of the staff.

During the year, John E. Pounds of Hiram, Ohio, resigned his pastorate of the Hiram church to take up the special work of promoting Wills and Annuities for this Board. He gives such time as he can spare to the work and is rendering a monumental service to the cause of Christian Education. A further statement of his work will be found in the report, under the department of Promotion. The function of the departmental secretaries may be briefly stated thus:

1. General

Gives supervision to the whole work of the Board, and having to do primarily with educational ideals and policies and the promotion of worthy educational standards. The organization and articulation of the various activities of the Board, and acting as special representative in interdenominational and educational councils. Representing the Board in the various agencies and activities of the brotherhood.

2. Promotional

Cultivating educational ideals and developing an educational conscience in the lives of individuals and churches. The creation of a literature to serve these ends and to further the general and special promotional work of the Board of Education. Promoting and supervising the annual budget for education, both for the Board and for its cooperating institutions; cultivating individual and large gifts for education; cooperating with institutions in special endowment and building campaigns.

3. University

The coordination and development of present agencies at state schools, and the initiation of agencies in fields as yet unoccupied. Cooperation with other religious bodies in centers where we do not care to establish independent work. Fostering the development of efficient local church facilities and activities in order to care for students in university centers.

4. Vocational Guidance

The discovery, development and direction of the abilities of our young people with a view to their largest usefulness as Christian men and women. Development of a literature to be used in Sunday schools and Endeavor societies which will create a desire for training. Participation in summer conferences for young people, and seeking out especially young men and women for the ministry and mission fields.

What Has Board Done?

The question is sometimes asked, "What has the Board of Education done?" That is a legitimate question and one we are more than willing to answer. The measure of institutions and organizations is the results which they are able to accomplish. "By their fruits ye shall know them" is the Christian test not only of individual Disciples but of the organizations of the church as well. We are not ashamed of the "fruits" of the Board of Education. We have the confidence that they are well pleasing to the Master, in whose name and for whose sake, this organization exists and carries on its work. We have ventured to set down here in numerical order some of the things which this Board has wrought in the period of its brief existence. It is a commendable record. Much of this fruitage is the result of the labors of the past year and special emphasis is given to some of the items in the main body of the report.

1. It has nationalized and developed **Education Day**. It is now one of the fixed days in the calendar of the missionary year.

2. It has rendered valuable service in the standardization of our colleges by, a more rigid administration of entrance and graduation requirements has been effected; a better system of accounting and reporting inaugurated; a more adequate preparation and teaching experience of professors and instructors required.

3. In order to the cultivation of the field, it has assigned definite territory to its member-colleges.

4. Through the efforts of the Board of education: Christian education has been given a place in the annual budget. (See financial exhibits under report of Promotion Department). a column has been assigned to Christian education in the Year Book, and a steadily increasing number of churches has been brought into the active support of our colleges.

5. It has created sentiment increasingly favorable to higher religious education.

6. It has provided a means by which the colleges can co-operate with the national societies where common interests are to be served.

7. It keeps the cause of Christian education constantly before preachers and churches through circularizing and newspaper advertising sent out from its central office.

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8. It has secured more adequate representation for the great cause of Christian education at National Conventions than was possible in the non-cooperating period of our educational growth.

9. It enables Disciples of Christ to have representation on the Council of Church Boards of Education and in other great interdenominational movements for establishing the Christian College on a firm basis.

10. It has aided the colleges in the launching and prosecuting of endowment campaigns which have materially added to their assets. Such help has been rendered notably in the California, Texas, Missouri and Chesapeake areas.

11. It has cooperated in the publication of *World Call* and secured regularly a large place therein for the interests of Christian Education.

12. It has established and developed "Go-Away-to-College-Day."

13. It has emphasized the strategic importance of the opportunity for religious education at state universities and has organized to aid in the development of that important field.

14. It has aided several of our institutions in securing gifts from the General Education Board (Rockefeller), which in most cases represents the largest single gift that those institutions have ever received.

15. It has cooperated with the Council of Church Boards of Education in making the first scientific survey of the educational institutions of the Disciples of Christ.

16. It is a remarkable fact that since the beginning of the successful cooperation of the colleges through the Association of Colleges in 1911, followed by the Board of Education in 1914, the total assets of our educational institutions (this includes buildings, equipment and endowment) have been doubled—that is, during these eleven years of cooperative activity the Disciples have given as much to permanent funds, buildings and betterments for our educational institutions as during the first century of their existence.

This report is arranged according to the above departmental heads and each section has been prepared by the secretary in charge. The whole report has been edited by the general secretary, who, in addition to his own department, has written the section of the report which deals with Vocational Guidance.

GENERAL DEPARTMENT

H. O. PRITCHARD

Secretary

"History is a race between education and disaster."—H. G. Wells

THE PRESENT EDUCATIONAL SITUATION

THE educational situation has shifted ground markedly in recent years. So fundamental have been the changes, that the problem is essentially a different problem, than it was even so late as the beginning of the present century. This is particularly true in the field of higher education. Wonderful developments have taken place in the last twenty-five years. These changes and developments are so thoroging and far-reaching, that one cannot intelligently grapple with the issues which confront the church, as it undertakes to establish and maintain institutions of higher learning, without some knowledge of what these changes and developments are. For this reason, we venture to attempt to state, in paragraphic form, some of the most notable of these changes.

Perhaps the most immediate, has been the growth of the public high school. A quarter of a century ago there were no high schools, to speak of, except those in county seat towns and cities. There were no "Township", "Consolidated", "Rural", high schools. Now, nearly every township has its own high school. Magnificent buildings have been erected in every nook and corner of the nation and a high school education is within the geographic reach of every American youth, with the possible exception of some of the backward sections of some of the belated states. This rapid and unprecedented growth of the high school will constitute an interesting and vital chapter in the future histories of American Education.

Nor has this growth been confined to the number and character of the buildings. The growth in attendance is even more striking. In 1890 32-100 of one percent of the population of our country was enrolled in high schools. In 1900 it had increased to 68-100 of one per cent. In 1900 it had reached one percent. And in 1918 it had climbed to 1.56 percent. That is, it had multiplied four times within three decades. A single state will serve to illustrate this growth. The State of Nebraska had a population of 1,278,219 in 1920. Last year three were enrolled in the high schools of that state—public and private—47,000 pupils. That means there were twenty-

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seven high school pupils for every thousand inhabitants. In 1917-18, there were only twenty-two for every thousand. Thus in five years the high school attendance increased more than twenty percent. Nebraska ranks sixth among the states in the matter of high school population. The exact data for the past year, for the whole country, is not available but there were approximately twentyfive high school pupils for each thousand inhabitants. At that ratio we had in the high schools of the nation last year two and one-half million pupils.

Of what significance is all this to the college? For one thing it has and is, forcing the abandonment of the Preparatory Departments. A quarter of a century ago, most colleges maintained such a department. In many instances, the enrollment in them exceeded the enrollment in the college proper. They were relatively cheap to maintain, for teachers could be made to teach large classes and many hours per week. Today few colleges continue the high school work and such as do are forced by the rising standards in education to maintain them, with distinct faculties and in separate buildings. In other words, the church, in so far as it maintains institutions of higher education, has largely abandoned the field of secondary education, to the state. There are still, particularly in the east and south, numerous secondary schools, maintained either as private enterprises or under the auspices of some church body. But the number is appreciably declining.

College Increase

With this rapid increase in high school attendance, has come a corresponding increase in number of college students. College education is becoming customary. The following figures will give some indication of the rapidity of increase of college attendance. According to the figures of the United States Bureau of Education there were enrolled in universities, colleges and technological schools; (these figures do not include all institutions of higher learning.)

Year	Men	Women	Total
1809-90	44,925	20,875	65,800
1899-00	72,159	37,770	104,929
1909-10	119,578	64,005	183,583
1917-18	142,768	111,345	254,113

Within less than thirty years the attendance at these institutions increased from 65,800 to 254,113. That represents almost 400 per cent increase. The best estimates which can be

made, at the present time, state that there is a college student for every 212 of the population. This means that there are more than 500,000 students in attendance at all the institutions of higher learning in the United States.

This growth has overtaxed the capacity and resources of the colleges and universities. They have been forced by the very exigencies of the situation, to expand, plants, faculties, incomes and resources. The demand made upon them has been terrific. The college which has not been able to multiply its resources once and twice and once again since 1900, has not been able to keep pace with the educational development. And the end is not yet. This rapid pace is destined to be maintained and even accelerated for some years to come.

Standardization

Along with this growth of numbers, there has come to pass another requirement which has unusual significance. We refer to the establishment of certain standards or measurements of educational efficiency—usually referred to as standardization. Twenty-five years ago a college could practice all sorts of educational misdemeanors and there was no one to say, nay. To-day the situation is entirely different. The general public and the state itself has taken a hand in the matter. All institutions of higher learning have become public, in that they must give an accounting of their methods and standards if they are to ask or expect any recognition for the work done, either by the state or by other institutions of learning.

There are certain standardizing agencies which have grown up in recent years. The North Central Association of Colleges and Secondary Schools and The Association of Colleges and Secondary Schools of The Southern States, were each organized in 1895. The Association of Colleges and Preparatory Schools of the Middle States and Maryland, slightly antedated them. Other Associations have come into existence since, until the whole nation is included. In 1911 the United States Bureau of Education made a classification of colleges and universities with reference to the bachelor's degree. It was inadvertently published but was immediately suppressed. It has become known as the Babcock Report. Although suppressed it has been widely used by institutions for evaluating credits from other institutions and was a forerunner of subsequent classifications. The point is that institutions of higher learning are being classified and standardized. Besides, state legislatures have enacted laws requiring, that before students from a given institution

shall be certified to teach, that institution must meet certain forms. From these there is no escape. The state is entirely within its rights in making such requirements, since the education of the children of the state is at stake. Then medical schools, law schools, dental schools and other professional and technical colleges have set up entrance requirements. Not only do they require a given number of colleges units for entrance to their courses, but the equally important fact is, that these given units must have been taken in an "accredited college," that is, a college doing work which is universally recognized.

North Central Association Standards

In order that the layman may become familiar with these standards of measurements we give the criteria of The North Central Association of Colleges and Secondary Schools. This Association is chosen because the norms are more briefly stated and because they represent a fair average of the requirements of the various associations. They are not so difficult to meet as are the requirements of some associations.

Criteria of the North Central Association of Colleges and Secondary Schools

The standard American college is a college with a four-year curriculum with a tendency to differentiate its parts in such a way that the first two years are a continuation of, and a supplement to, the work of the secondary instruction as given in the high school, while the last two years are shaped more or less distinctly in the direction of special, professional, or university instruction.

The following constitute the standards for accredited colleges for the present year (1921):

1. The minimum scholastic requirement of all college teachers shall be equivalent to graduation from a college belonging to this Association, and graduate work equal at least to that required for a master's degree. Graduate study and training in research equivalent to that required for the Ph. D. degree are urgently recommended, but the teacher's success is to be determined by the efficiency of his teaching, as well as by his research work.
2. The college shall require for admission not less than 15 secondary units as defined by this Association.
3. The college shall require not less than 120 semester hours for graduation.

BOARD OF EDUCATION

4. The college shall be provided with library and laboratory equipment sufficient to develop fully and illustrate each course announced.

5. The college, if a corporation institution, shall possess a productive endowment of not less than \$200,000. (At the annual meeting of the Association in January, 1922, this item was changed to read \$300,000 by 1924, \$400,000 by 1925, and \$500,000 by 1927.)

6. The college, if a tax-supported institution, shall receive an annual income of not less than \$50,000.

7. The college shall maintain at least eight distinct departments in liberal arts, each with at least one professor giving full time to the college work in that department.

8. The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both students and teachers.

9. The number of hours of work given by each teacher will vary in the different departments. To determine this, the amount of preparation required for the class and the time needed for study to keep abreast of the subject, together with the number of students, must be taken into account; but in no case shall more than eighteen hours per week be required, fifteen being recommended as a maximum.

10. The college must be able to prepare its graduates to enter recognized graduate schools as candidates for advanced degrees.

11. The college should limit the number of students in a recitation or laboratory class to thirty.

12. The character of the curriculum, the efficiency of instruction, the scientific spirit, the standard for regular degrees, the conservation in granting honorary degrees, and the tone of the institution shall also be factors in determining eligibility.

13. No institution shall be admitted to the approved list unless it has a total registration of at least fifty students if it reports itself as a junior college and of at least one hundred students if it carries courses beyond junior college.

14. When an institution has, in addition to the College of Liberal Arts, professional or technical schools or departments, the College of Liberal Arts shall not be accepted for the approved list of the Association unless the professional or technical departments are of an acceptable grade.

15. No institution shall be accredited or retained on the accredited list, unless a regular blank has been filed with the Commission, and is filed triennially, unless the inspectors have waived the triennial blank.

The Expanding Curriculum

Another educational expansion has come by way of a greatly enlarged college curriculum. The older college curriculum was relatively simple and correspondingly inexpensive. It was confined to a few subjects, most, or all of which, were required of all students receiving degrees. Today the curriculum of even a small college covers a very much wider territory; while in the large university it is amplified and multiplied to amazing dimensions. The university of today is organized by colleges—College of Liberal Arts and Sciences, College of Engineering, College of Agriculture, College of Commerce, College of Law, College of Journalism, College of Medicine, etc., with widely diversified curricula, almost ad infinitum. A student has not only the opportunity for specialization, but he has also the privilege of a wide choice of subjects.

The older college emphasized chiefly, English, History, Mathematics, Ancient Languages and Philosophy. It knew nothing of the modern laboratory with the emphasis upon Chemistry, Physics, Biology, Geology, etc. Neither did it have much to do with Economics, Psychology, Sociology, Political Science, Modern Languages, Education, Home Economics, Religious Education, etc. It will be easily seen, what this expanding curriculum, when coupled with educational standards, means, as to the expense of maintaining a college. On the opposite page we give a chart showing the development of education in America. Among other things this chart sets forth in general outline, the expanded curriculum. Note the change of emphasis and rapidity of expansion since 1890.

On the next two pages are charts setting forth this same idea. The first is of a certain college of 700 students. It might be called a typical American college. Certainly it is representative of the best in present day collegiate education. The other chart sets forth the subjects as actually taught and the semester hours earned, by the students of thirteen Disciple colleges. These thirteen include the weak as well as the strong. It is the Median Disciple College. Notice the subjects included in the curriculum of each chart. Note the long line which indicate the greatest number of students and therefore, the points of emphasis. It is also very interesting to observe in what particulars the typical Disciple college varies from the typical American college. The most striking point of departure is to be found in the large place which the Bible occupies in the Disciple colleges. More will be said concerning this, later in this report.

BOARD OF EDUCATION



DEVELOPMENT OF EDUCATION IN AMERICA

BOARD OF EDUCATION

A COLLEGE OF 700 STUDENTS

Semester Hours Earned by Departments 1919-1920

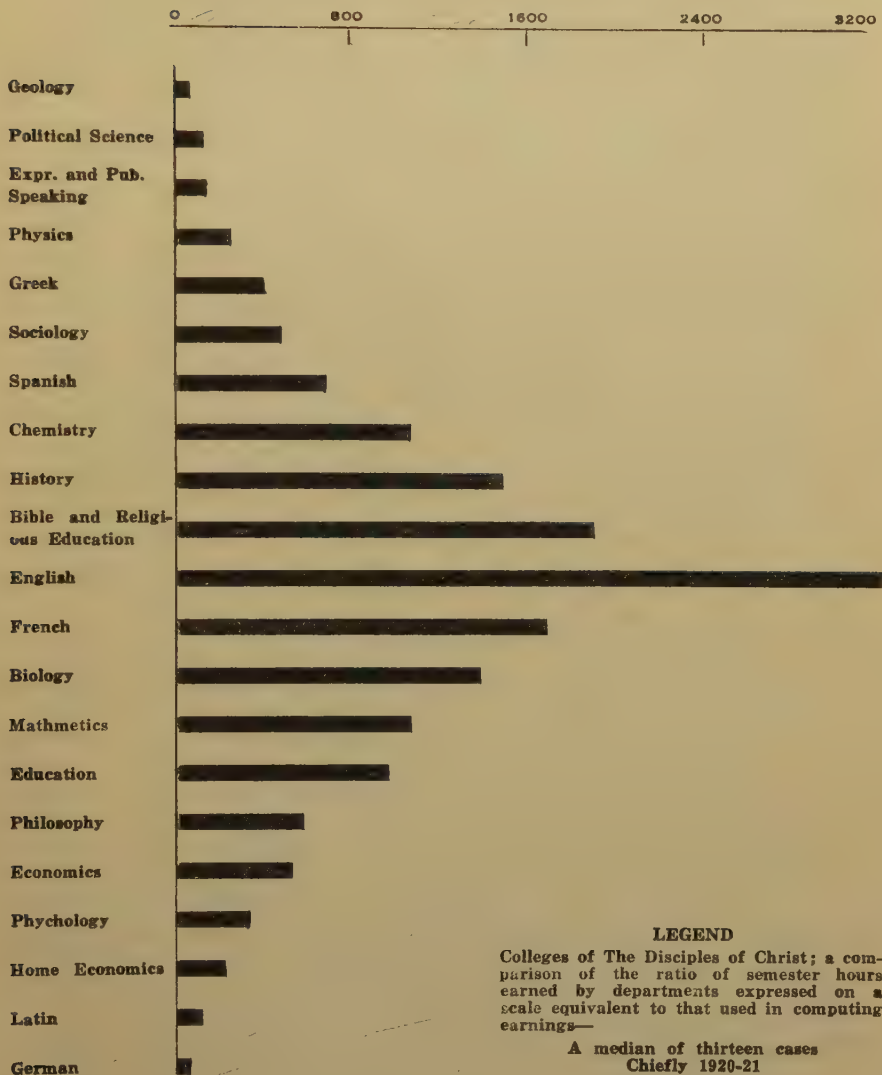


Figure B

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THE MEDIAN DISCIPLE COLLEGE

Semester Hours Earned by Departments
1920-1921



Growth of State Universities

Perhaps the most striking phenomenon in the field of higher education of recent years has been the unprecedented growth of state universities. Beginning about 1890, these institutions have grown like magic. This is particularly true of the states in the Mississippi Valley. It is also interesting to note that the great growth of state universities has been, most rapid, in those states, where for the most part are to be found the largest numbers of Disciples. We call attention to the report of the Secretary of the University Department, which appears elsewhere in this report.

Foundations and Endowments

Partly because of and partly causing, the changes above noted, great foundations and endowments have come into existence in recent years. Most of the great endowments of outstanding universities have been built up since 1890. In 1889 Leland Stanford University was organized and started on with a gift of some thirty millions. In 1892, The University of Chicago began its meteoric rise to its present high place. Since 1890 Columbia University has received over forty-two millions in gifts. In 1902 The General Education Board was organized and has since not only, given millions to the endowments of colleges and universities, but has called forth many more millions by those gifts. The Carnegie Foundation for the pensioning of college teachers was established in 1905. The Russell Sage Foundation came into existence in 1907. Other great foundations and endowments might be mentioned. However, enough have been cited to show the enormous change which has come in these matters since the beginning of this century.

Increased Cost of Education

All the above developments which have been mentioned and others which, might be, have meant a great increase in the cost of higher education. The church college today faces a very different educational environment from that which it faced at the beginning of the twentieth century. To conduct a college today, with the same number of students, costs approximately three times what it did in 1900. If the student body has increased then the cost has also increased proportionately. It is worse than folly to think of trying to conduct a college with resources that might have been barely adequate a quarter of

a century ago. It simply cannot be done. A pretense at it may be attempted, but it will be only a pretense and the unsuspecting students who attend will be made the victims of the sham. This is the reason Disciple colleges are forced by the very pressure of circumstances to enlarge endowments and make appeals to churches and individuals for current support.

THE SURVEY

In the light of the changes which have taken place and with a consciousness of the serious problems which colleges are facing, the Board of Education requested the Council of Church Boards of Education, of which organization the Board of Education is a member, to make a survey of the whole educational situation among Disciples. This survey was made for the purpose of ascertaining the facts. It has been made without bias or prejudice and the work was done by trained experts, Miss Lura Beam who has her Ph. D. degree from Columbia and who is considered one of the very best experts in this particular line of work, had general charge of the survey, and the credit of the accomplishment belongs to her and her associates.

The results of the study have been set forth in a series of some 112 charts and three hundred pages of manuscript. The material has been classified and grouped under the following general topics.

1. Religious origin and development of the Disciples.
2. Present status of Disciple Colleges; its causes and meaning.
3. Educational program.
4. The colleges of group I.
5. The colleges of group II.
6. The colleges of group III.
7. The colleges of group IV.
8. The inner motive exteroized by the colleges.
9. The modifications of environment.
10. An education evaluation of Disciple colleges.
11. Educational reconstruction for them.
12. Appendices.

There is not only a study of Disciple colleges as a whole but each institution is given individual attention and appraisalment. It goes without saying that any such extensive study as this cannot be set forth in this report for lack of space, nor can any abbreviation of it do justice to the survey. We shall have to be content with an attempted summary of the salient features. No doubt that which will most interest the readers of this report, will be the findings of the study.

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Summary

The most important of these findings may be summarized in the following quotations:

1. "These institutions have been dominated by the religious motive."

2. "The colleges as a group are pre-eminently institutions of training for the continuation and extension of the faith of Disciples of Christ."

3. "The colleges of the Disciples of Christ can prove from almost any standpoint that they are among the great moving forces of Disciple continuance."

4. "The Disciple colleges are unique in the large place which is given in the curricula to the Bible and allied subjects."

5. "The colleges of the Disciples of Christ have a real jewel in their conception of religious education."

6. "It must be apparent that this conception and place of the Old and New Testaments, has not been pushed to its complete modern conclusion."

7. "The church behind them has kept them as a group, on a financial basis which has definitely insured their pauperization."

8. "The chief fault of Disciple colleges is their local independence and lack of money." (The one is largely the outgrowth of the other).

9. "This study believes that those responsible for the colleges ought to consider whether they can give up enough of their traditional independence to consent for a temporary period, at least, to a centralization in educational policy. It is the quickest way to secure results, in the present situation with the means likely to be at hand."

10. "In such circumstances it is obvious that the Board of Education must study education scientifically as well as promotionally. There should be a more deliberate policy of promoting projects which have a scientific educational basis for their reason for existence."

We will let the report itself speak more fully on some of these points. It seems a pity that lack of space and money does not permit us to include whole sections of this survey as a part of this annual report.

"Can the college itself be evaluated on the bare facts available in such a study as this? Yes. The employing agent interviewing a candidate measures by means of a gross quantitative measure. The magazine editor reading a manuscript accepts it or rejects it. Fine qualitative measurements are lacking, but the case in question has been measured. The elements of the college which cannot be discovered tangibly are such as these: What are the real lives of the alumni, and what would their contribution to society have been without the existence of the

college in question? What is the real quality of the college environment, and what would it have been without the existence of the college?

The study will therefore attempt to answer certain phases of the question: "What is the contribution of the colleges of the Disciples of Christ to the national life, the immediate environment, and the Communion?"

The Colleges of the Disciples of Christ in Relation to National Life

"The college has been fundamentally interlocked with the development of American life. The manufacture of goods at home after the complete break of the colonies with England, and the necessity for the development of transportation are associated with the development of schools of engineering after 1820. The farmer's position of increasing importance in the United States is connected with the founding of the land-grant colleges in 1862. When the agricultural colleges began they had to develop on the higher education plane subjects that had not been carried into their field. Pioneering in the new field of technical higher education has been accomplished by such single institutions as Sophie Newcomb College in Fine Arts, Simmons College in Home Economics, the University of Chicago in Education, Teachers College in Physical Education, John Hopkins in Medicine, Harvard University in Law and Business. Columbia University has made a field for the Summer Session. The University of Cincinnati began developing the field of the municipal university. Clark University is attempting to specialize in the field of Geography. The Council of Church Boards of Education believes that Congregational colleges, the only group hitherto intensively studied, have made a contribution in the liberal arts field by reason of their conservative curriculum, progressively administered, and by an admirable clarity of aim and workmanship. Some of the institutions stand out as colleges of national distinction.

They study believes that by evaluation in this sense, the colleges of the Disciples have not made a purely technical educational contribution to the development of national life.

The interdependence of financial resources and educational results is decisive, and these colleges have not had the money. They could not do it with what they had. Non one could have done it. The church behind them has kept them on a group on financial basis which has definitely ensured their

pauperization. Under these circumstances, they have done one thing which has original value. They have endeavored to make their religious belief the core of their education system. The working of this policy in practice cannot be judged fully, because the other elements which make an educational institution are so undeveloped.

The colleges of the Disciples of Christ can, however, show their benefit to the nation in social lines; for example, the work of their pioneers in developing new regions in the Northwest Territory and beyond; for example, the fact that graduates of their institutions are scattered all over the country; for example, the influence on secondary education inevitably obtained by any higher institution with reference to its environment; and, for example, the general influence of college neighbors on any local community."

The Colleges of the Disciples of Christ in Relation to the Communion

"Church support values a college largely by its work in the extension and perpetuation of the religious body. By this test the colleges of the Disciples of Christ can prove from almost any standpoint that they are among the great moving forces of Disciple continuance.

The Bethany and Transylvania College graduates who attended these new institutions in the days of the fathers pioneered as the founders of new colleges beyond the Mississippi River. The training of presidents and of the professors of religious education as representing the core of institutional continuance can be traced unhesitatingly to colleges of the communion. The predominance of students at the College of Missions in a given period can be traced to graduates of Disciple colleges.

All the scattered fragments of customs and traditions fuse into a whole. The training of college professors in the colleges of Disciples of Christ would usually be condemned as inbreeding, but is proof of the persistence of the denomination idea. There is evident a most extreme similarity in the educational programs. If there is no deliberate homogeneity, still there is sufficient interdependence and common intention to follow precedent and to make a practically compact type carried out through all financial and geographical conditions. Student aid plans for the help of those contemplating the ministerial or missionary field as vocations, or for the children of ministers and missionaries, evidence the tendency. The strength of the colleges has some relation to the numerical strength of the com-

munion in the various states. The homes of the alumni, very persistently village and little town, agree with what members of this communion say in regard to the character of their ministry. The number of alumni in religion as a vocation is inconclusive, but in its gross total shows a predominance not obtained by the average independent institution. The very evidence of alumni records in the case of Hiram College, which prints extracts from the letters of each individual alumnus, shows a desire to send children back to the college and to engage in some form of religious work.

The core department of almost every institution is Bible and religious education. And while there may be great discrepancy between advertisement and offering in the case of other departments, this is not true in any large proportion for the work in Bible. The advertised Bible courses are actually taught and represent large earning power among major departments. It is the department of school and college attached to all institutions of this group in connection with a liberal arts nucleus. They may vary in other particulars, but not in this particular.

In respect to originality, the colleges of the Disciples of Christ have a real jewel in their conception of religious education. The whole vast resources, both of the New Testament, which is particularly the Disciples' book of faith and practice, as well as the Old Testament, have not been touched by the liberal arts college on any higher educational plane; but it must be apparent that this conception of the Disciples has not been pushed to its complete modern conclusion. Special adaptations of Biblical scholarship to American college clientele and to modern American conditions—conditions quite different now from any other educational era, and different by a hundred years of progress from the time of Alexander Campbell—remain yet to be worked out."

Charts

As we have said there are some 112 charts setting forth the various phases of the educational program, work and environment of Disciple Colleges, both individually and collectively. For this report we have selected only a few, of these charts. On the pages following, is presented, a chart showing the founding of our college by epochs, then a chart showing the educational program of our colleges as a whole; then come some charts of individual institutions. The only reason for presenting the charts of the four particular institutions—Hiram, Transylvania, Phillips and Christian—is that they represent about as well as any that could be chosen, the varying types of our institutions.

TIME, PLACE AND PERIOD OF FOUNDATION -
HIGHER EDUCATION OF THE DISABLED OR CHARTED -

●

1891-1890

1931 - Ventuery - Beacon College (Transylvania)
1941 - West Va. - Bethany College
1949 - Kentucky - Kentucky Female Orphan School
1950 - Indiana - M.W. Christian Unit. (Batter)
1951 - Missouri - Christian College (North College)
1953 - Missouri - Christian Univ. (Culter-Stratton)
1954 - Illinois - Abingdon College (Evans)
1953 - Iowa - Occleassa College (Doble)
1954 - Illinois - Berean College
1955 - Illinois - Evans College
1957 - Kentucky - Emmons College

フクロトキギの由エ述ベ

1960-1990

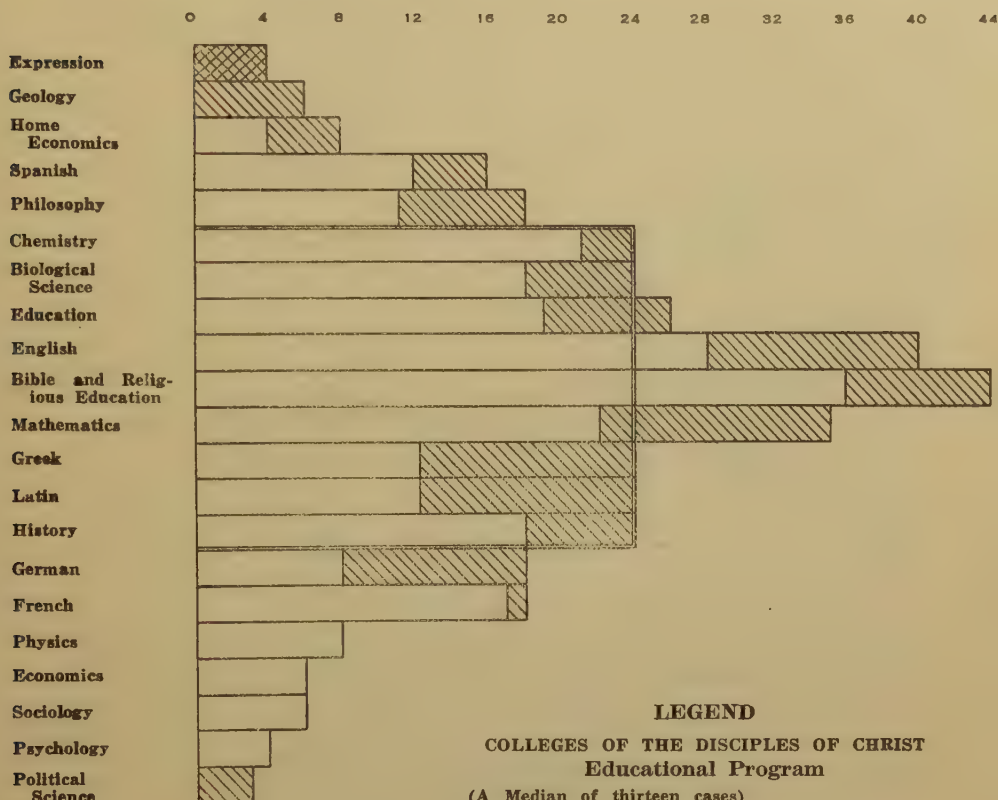
1815	Kentucky	College of the Bible
1844	Illinois	Southern Illinois College
1847	Ohio	Western College
1851	Texas	Carleton College (Car-Sandelling Memorial)
1864	Kentucky	Indiana Univ. (Ties as Co-Founder)
1873	Texas	Indiana College Institute
1881	Illinois	Michigan College
1882	Connecticut	Michigan College
1884	Kentucky	Christian Bible College
1888	Nebraska	Coffey University (Coffey College)

THE FOUNDATION OF THE THIRD GENERATION
1990 - 1920

Year	State	College	Chairman
1826	Missouri	William Woods College	(Chairman)
1853	Tennessee	Johnson Bible College	Johnson
1853	Tennessee	John Owen Bible College	Owen
1853	Tennessee	Carroll College	Carroll
1855	Texas	Carroll College	Carroll
1865	Illinois	Church House of Univ. of Chicago	Church
1865	Oregon	Eugene Bible University	Eugene
1865	Oregon	Alma Industrial College	Alma
1867	Missouri	Bible College	Bible
1868	Virginia	Bible Chair of Univ. of Virginia	Bible
1868	Kansas	Bible Chair of Univ. of Kansas	Bible
1868	N. Carolina	Atlantic Christian College	Atlantic
1868	Virginia	Lynchburg C. (formerly Va. Ch.)	Lynchburg
1868	Missouri	Missouri Christian College (Ch.)	Missouri
1868	Texas	Bible Chair of Univ. of Texas	Bible
1868	Oklahoma	Phillips Univ. (formerly Okla. State)	Phillips
1868	N.Y.	Kauka College (co-sponsoring State)	Kauka
1868	Texas	Midland College (Unioner)	Midland
1868	Mississippi	Southern Christian College	Southern
1868	Mississippi	Southern Christian College	Southern
1868	Indiana	College of Missions	College
1868	Ohio	Phillips Bible Institute	Phillips
1868	Washington	Spokane University	Spokane
1868	Texas	Bible Chair of Bible (at Tex. A. & M.)	Bible
1868	Georgia	Southeastern Christian College	Southeastern
1868	D.C.	Washington Church College	Washington
1868	D.C.	Campbell-Hagerman	Campbell
1868	Missouri	School of the Bible, Perry College	School
1868	Oregon	School of Religion, Univ. of Ore.	School
1868	Indiana	School of Religion, Univ. of Ind.	School
1868	Illinois	School of Religion, Univ. of Ill.	School
1868	California	School of Religion, Univ. of Cal.	School

Date of Founding of Disciple Colleges

BOARD OF EDUCATION



LEGEND

COLLEGES OF THE DISCIPLES OF CHRIST Educational Program

(A Median of thirteen cases)

Atlantic Christian College
Bethany College
Butler College
Cotner College
Culver-Stockton College
Eureka College
Hiram College
Lynchburg College
Phillips University
Southeastern Christian College
Spokane University
Texas Christian University
Transylvania College

Semester Hours

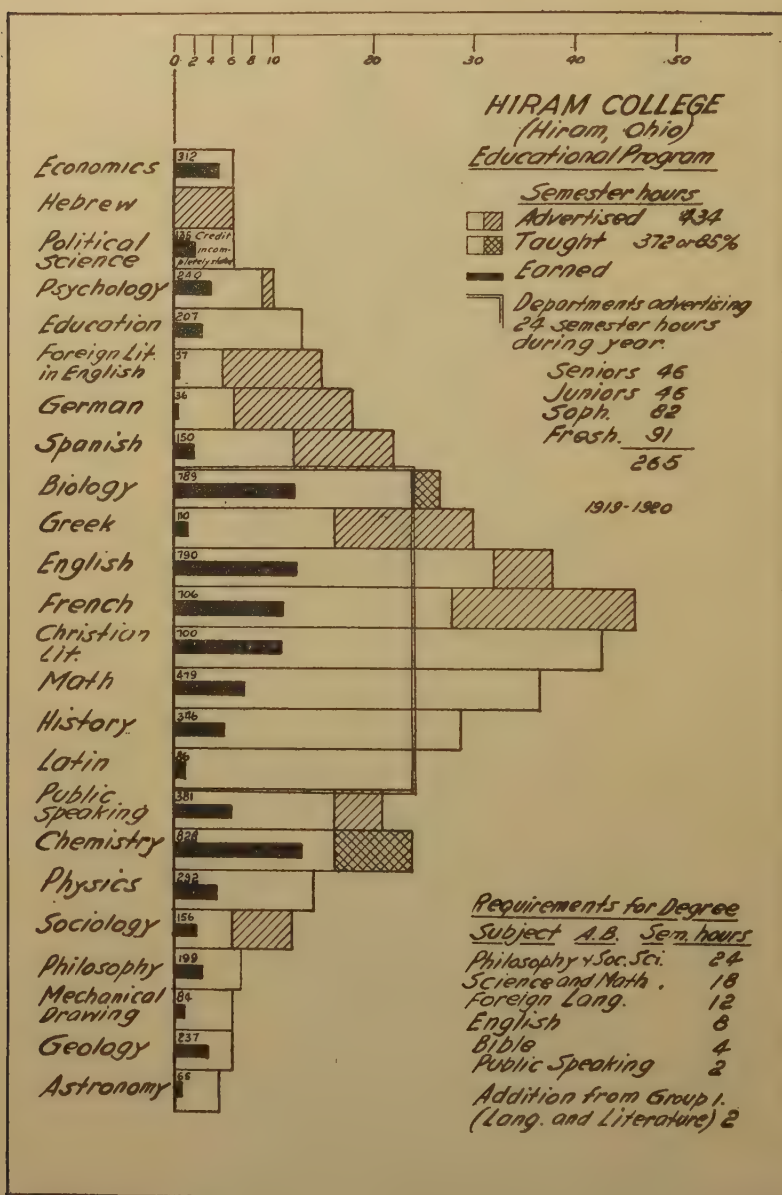
Advertised 376—100%

Offered 264—70%

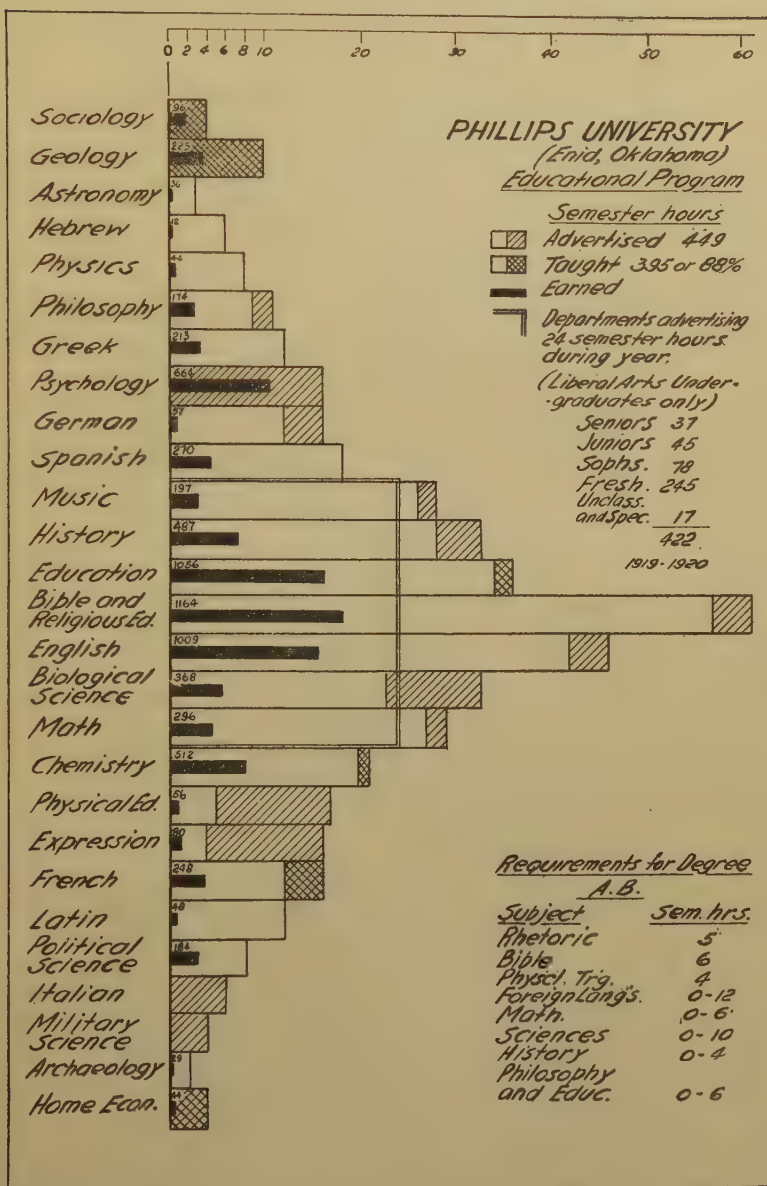
(Credit in Fine Arts, Music, Physical Education
not clearly stated)

Advertised Area of Specialization—Chiefly 1920-21

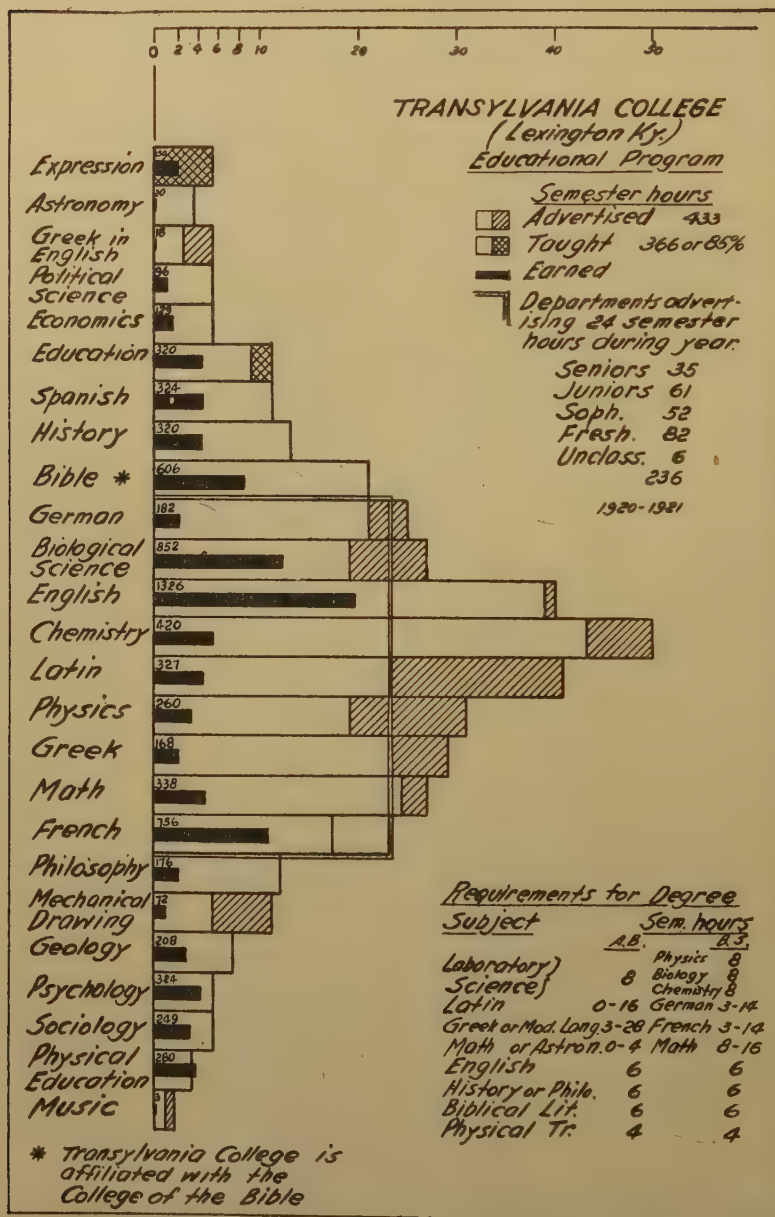
ANNUAL REPORT



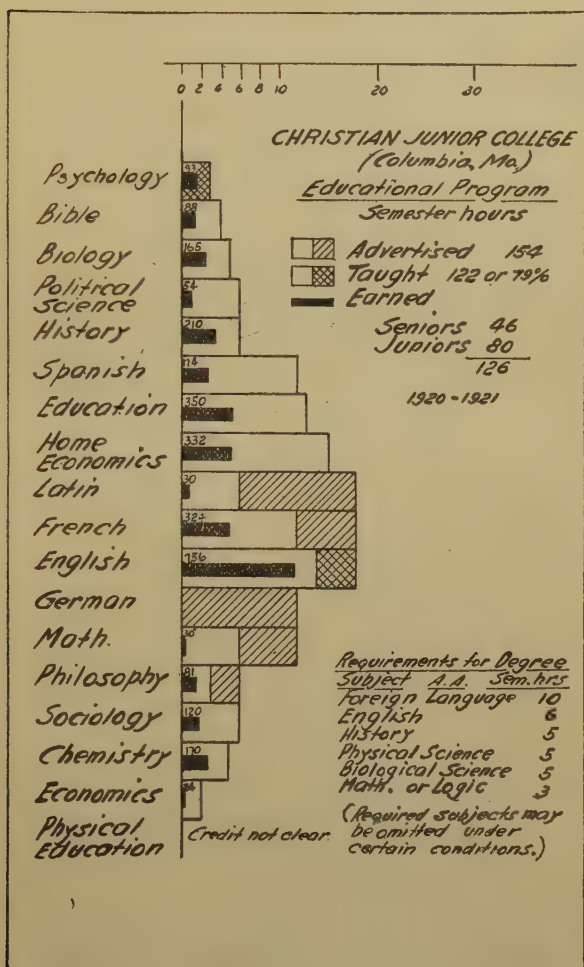
BOARD OF EDUCATION



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BOARD OF EDUCATION



THE SOLUTION OF THE PROBLEM

Most of the foregoing has had to do with the statement of the problem. That we have a problem is evident. But, it ought not to baffle us or discourage us. It can be solved. It is not dismaying to know that we have problems. Rather ought we be thankful that we do have them, for they offer opportunities for the testing of our initiative and resources, both temporal and spiritual. The hopeful and encouraging thing is that we are aware of them. He who discovers he has a problem and sees its constituent elements is far on the way to its solution. It is not especially significant that we have an educational problem, the important, yea, the necessary thing, is that it be solved.

Two things are necessary for the solution of this problem—thought and money. We shall never get far without either—and both. Other things will assist in the solution but these two are indispensable. Likewise neither of the two will alone suffice. All the thinking that can be done, no matter how clear or penetrating will not get far without the financial resources with which to put into execution the ideas. Again large sums of money might be furnished, but unless spent in such manner as to get the maximum of educational benefits, there would still exist a problem.

Thought Needed

On the thought side of the equation, nothing is clearer than that the Disciples need a definite and thorough-going educational program. Such a program should concern itself not alone with the existing colleges, but with other educational opportunities, such for example, as that offered by the great state universities. Nor should it confine itself to the field of so-called higher education. There is the whole field of religious education involved. A complete program which would begin with the kindergarten of the local church school and extend thru the graduate school for the training of ministers, missionaries and special workers, is urgently needed. Such a program, properly executed, would go far toward solving many other problems. Inasmuch as the Board of Education is concerned primarily with higher education as typified in our own colleges and educational institutions, this factor of thought should be brought to bear immediately and directly upon them. This applies to both the individual institution and the group. We need to ask ourselves, seriously the ques-

tion, "Do we need any more colleges and if so where?" Shall we go on establishing colleges and Schools of Religion here and there, by local groups taking the initiative, without much reference, many times, to the needs of our people as a whole, or without due consideration for other institutions already established? Have we not come to that day when we should consider our educational task as a unit; and in establishing new enterprises, and even in maintaining those which already exist, act in the light of that fact? Certainly to fail to do so is to run counter to the best educational thought and experience, both inside and outside the church.

The Individual College

Then there is the problem of each individual institution. What are the particular needs of this given institution? What increased resources does it need to do its work properly? What is the best contribution which this particular college can make to the Disciples, to its own community and to society at large? Is it using its present resources to the best advantage to secure those results? Wherein is it strong? Wherein is it weak? What can be done to correct those weaknesses? Is this college related properly to the churches and constituency which it seeks to serve? If not wherein and how can that defect be remedied? What outstanding contribution is this given college making that might be emulated with profit by other of our colleges? These and many other questions crowd for answer as one considers the problem of the individual college. Assuredly here is a fruitful field for the best thought which can be brought to bear upon it.

Money

Thought is needed. Money is indispensable. In a recent editorial of *The Cosmopolitan Magazine*, the author—a man of wide educational experience—has this to say: "Awhile ago academic freedom, administrative readjustments, the Junior College, and normal increase of teaching salaries were in the air. No longer are they what Professor William James would once have called "live options." The emphasis has shifted to the struggle for actual existence." These are strong words, but they do not overstate the actual situation with many institutions. The struggle is on.

In this connection we are presenting tables showing the assets and incomes of those institutions affiliated with the

ANNUAL REPORT

Board of Education. We call particular attention to the deficits reported by the various institutions. Some of the institutions have deficits which are not given in the table for the reason that they failed to report the exact amounts. In many instances these deficits have been accumulating. The total indebtednesses are not reported.

Encouragement

These deficits would be disheartening if taken by themselves. Over against them is the encouraging fact that the endowments of these colleges are steadily increasing; and the equally significant fact that the income for expenses thru the church budgets is rapidly growing. The ultimate financial need of all these colleges is permanent endowment. Many of the colleges are now in endowment campaigns. Bethany, Hiram, Butler, Eureka and Transylvania have all recently received large gifts from the General Education Board, upon condition that certain total amounts be raised for endowment in each instance. The total of these gifts by the General Education Board is one million dollars. What a magnificent challenge to our people. It must and will be met.

The Budget

Until such time as these colleges have adequate endowments the most practicable way of securing the funds to pay current expenses is thru the offerings from the churches. This is highly desirable also, both from the standpoint of the college and the church. These regular, systematic, gifts to education constitute a "living endowment" which is vital and statesmanly. It is one of the very best ways of keeping a church vitally interested in its educational institutions and likewise those institutions in touch with and interested in the church. It will be remembered that this is largely the method of the church in supporting missions and benevolences. Why not the same method applied to education? We think of missions as missions, and we support missions as missions, not merely a collection of separate stations. Why not think of education as education and support education as education, thru these current gifts? This fact is being clearly seen by educators, ministers and laymen and the tide of interest in the regular church budget for education is rapidly rising. We call attention to the Treasurers report which shows a marked increase in this particular item of income for the past year.

WORK OF GENERAL SECRETARY

Perhaps a word ought to be said in the concluding paragraphs of this section of the Report concerning the specific duties and work of the General Secretary, during the past year. In addition to the attendance upon State, Regional and National Conventions, he has visited the colleges affiliated with the Board during the year and conferred with the presidents, the Boards of Trustees (and in some instances the Faculties) with respect to the problems of the colleges and the work of the Board of Education. He has delivered some two hundred fifty addresses besides preaching for churches. He has attended numerous special committee meetings and has served on the following standing committees: The Executive Committee of the Men and Millions Movement, The Recruitment Committee, The Underwriters Committee, State University Committee, Joint Promotion Committee, The Executive Committee of the Council of Church Boards of Education. He was elected to the presidency of The Council of Church Boards of Education at its annual meeting in January and since that date has been discharging the duties incident to that office. Besides all these, there is the larger task of supervision and direction of the activities of the Board.

It has been a busy year—the busiest since becoming General Secretary—but it has been withal a very happy and we believe, successful year. We never were so convinced as now as to the absolute necessity for a strong, effective Board of Education, as the agency of the churches and colleges, for the helping to solve the educational problems which confront the Disciples. The advance made in this direction since this Board came into existence is little short of marvelous. The work accomplished is only a token of what can be done. The Board of Education needs to be strengthened and made more representative. Certain definite proposals will be brought before this Convention with that end in view. We plead for their careful consideration. We look to the future with great confidence believing in God and having faith in the brethren.

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ASSETS OF COLLEGES

AS REVEALED BY REPORTS FOR YEAR ENDING JUNE 30, 1922

Name of College	ENDOWMENT				PLANT			Total Assets
	Productive	Non-productive	Annuities	Total	Gain over last year	Buildings	Grounds and Equipment	
Atlantic College	\$ 36,898.99	\$ 10,000.00	\$	\$ 46,898.99	\$ 15,848.52	\$ 70,000.00	\$ 42,000.00	\$ 158,898.99
Bethany College	1,009,631.32	18,000.00		1,035,981.32	*735,368.68	424,000.00	85,000.00	1,544,881.32
Bible College of Missouri	184,690.90	4,225.00		191,243.75	9,824.75	51,000.00	35,300.00	277,543.75
Butler College	346,846.76	39,850.00	120,200.00	518,674.48	25,533.34	197,000.00	106,598.33	822,272.81
Calif. Sch'l of Christianity	232,732.86	13,000.00	500.00	246,232.86	6,922.50	128,000.00	227,500.00	601,732.86
Carr-Burdette College	5,000.00	5,000.00		10,000.00	4,950.00	157,000.00	42,000.00	209,000.00
Christian College	25,000.00			25,000.00		450,000.00	131,000.00	606,000.00
Cotner College	100,942.08	33,200.00	8,200.00	142,342.08	37,841.41	242,000.00	55,000.00	439,342.08
Culver-Stockton College	340,000.00		2,900.00	342,900.00	5,954.00	146,000.00	72,500.00	560,400.00
Disciples' Divinity House	77,000.00	4,197.77	2,000.00	81,197.77	*13,050.00	None	16,112.00	97,309.77
Drake University	418,152.72	323,008.88†	323,269.97	1,064,431.57	8,336.57	320,000.00	432,967.61	1,817,399.18
Drury Sch'l of the Bible	15,283.00	4,102.29		19,387.29	6,152.29	None	None	19,387.29
Eureka College	209,003.35	15,931.04	117,510.00	342,444.39	52,753.89	277,000.00	69,000.00	688,444.39
Hiram College	454,749.34	15,510.17	44,870.95	515,134.46	20,527.96	301,737.80	100,741.30	917,613.56
Indiana School of Religion			12,500.00	12,500.00		72,000.00	18,000.00	102,500.00
Lynchburg College	40,711.14			40,711.74	1,600.90	236,939.24	148,040.93	425,691.91
Midland College †								
Missouri Christian College	43,284.75		6,500.00	49,784.75	7,784.75	66,500.00	15,000.00	131,284.75
Phillips University	602,124.00	320,515.00	2,000.00	924,639.00	354,090.00	275,000.00	108,715.00	1,308,354.00
Southeastern College						28,000.00	12,800.00	40,800.00
Spokane University		254,500.00	1,500.00	256,000.00	500.00	112,000.00	48,000.00	788,800.00
Texas Christian University	229,655.00		5,500.00	235,155.00	8,000.00	953,346.10	216,357.22	1,404,858.32
Transylvania College **	706,984.24	3,681.30	105,700.00	816,370.34	31,698.27	317,111.19	460,814.33	1,694,895.86
William Woods College	287,090.08		42,513.26	329,603.34	*4,500.00	439,715.16	94,280.00	863,598.50
Totals	\$5,365,781.13	\$1,064,721.45	\$ 804,014.18	\$7,245,633.13	\$*154,688.53	\$5,268,149.49	\$2,537,728.72	\$15,421,109.34

*Loss

**This includes the College of the Bible and Hamilton College.

†Pledges

‡No report. Closed before end of year because of financial and other difficulties.

BOARD OF EDUCATION

INCOME FOR CURRENT EXPENSES AS REVEALED BY REPORTS FOR YEAR ENDING JUNE 30, 1922

Name of College	Endowment	Student Fees	Church Offerings	Individual Gifts	Emergency Funds	Other Sources	Total Income	Deficit
Atlantic Christian College.....	\$ 1,373.06	\$ 36,565.16	\$ 6,891.87	\$ 11,044.35	\$ 3,794.23	\$	\$ 47,624.32	\$
Bethany College	42,464.81	34,293.44	4,663.44			10,000.00	102,466.04	
Bible College of Missouri	11,630.00		273.02			6,959.32	18,862.34	
Butler College	27,919.65	101,569.48		14,000.00	19,139.87	3,783.56	166,412.36	
Calif. Sch'l of Christianity	15,850.44	7,142.78	12,049.61				35,042.83	
Carr-Burdette College	400.00	12,000.00	990.00			1,015.30	14,405.30	
Christian College	1,500.00	109,782.00	125.37			12,001.93	123,409.82	6,650.00
Cotrner College	5,266.28	32,462.35	3,917.17	12,191.64	550.00		54,387.44	4,735.91
Culver-Stocketon College	8,301.72	12,180.28	966.04		14,288.74	15,918.47	51,655.25	
Disciples' Divinity House	5,597.88					385.85	5,983.23	
Drake University	20,294.43	228,378.48	5,362.70	1,642.77	50.00		255,728.38	17,671.44
Druvy Sch'l of the Bible	1,069.42		400.00		328.47	1,206.75	3,547.32	
Eureka College	14,448.83	26,794.37	13,189.20	915.00	755.00	906.59	68,942.51	11,000.00
Hiram College	28,710.00	44,865.00	11,712.38	604.00	116.00	15,783.06	101,790.44	10,697.00
Ill. Disciples' Foundation †								
Ind. School of Religion		1,989.55	1,375.74	6,352.43		7,091.86	16,809.58	2,192.77
Lynchburg College		25,636.61		13,439.77		1,230.00	42,760.36	14,000.00
Midland College *	1,453.88							
Missouri Christian College	1,829.98	9,084.62	1,125.31	20.00			13,103.20	3,533.79
Phillips University	9,394.14	68,989.55	16,856.14	8,687.00	273.00	36,441.55	139,641.36	
Southeastern College		2,300.00	745.00	3,874.00			6,919.00	1,500.00
Spokane University		7,983.85	1,976.79	21,251.15			31,211.79	
Texas Christian University	9,284.06	162,778.80	47,919.82	15,116.52		16,327.38	251,426.58	13,486.90
Transylvania College	47,961.61	24,246.25	8,103.05	5,221.00	150.00	5,810.53	91,492.44	19,856.72
William Woods College	13,565.72	103,799.70	301.32			8,808.01	126,474.75	
Totals	\$ 268,315.91	\$1,052,842.27	\$ 137,943.97	\$ 114,359.63	\$ 39,445.31	\$ 143,669.66	\$1,770,095.64	\$ 110,234.54

*Closed before end of year because of financial and other difficulties.

†No report.

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NUMBER OF TEACHERS IN COLLEGES BY DEPARTMENTS AS REVEALED BY REPORTS FOR YEAR ENDING JUNE 30, 1922

Name of College	Graduate		Undergraduate		High School		Special		Total (no dupli- cates)
	Men	Women	Men	Women	Men	Women	Men	Women	
Atlantic Christian College			5	2		6		3	16
Bethany College			21	9					30
Bible College of Missouri			4						4
Butler College			26	12					38
Calif. School of Christianity			24		2	1			7
Car-Burdette College			1	7		3		4	11
Christian College		8	4	3		3	3	9	30
Cotner College			13	8		2	4	8	32
Culver-Stockton College			10	1	1	2		3	16
Disciples' Divinity House	2								2
Drake University			55	25					80
Drury School of the Bible			3				1		3
Eureka College			9	7			3	1	20
Hiram College			17	9					26
Ill. Disciples' Foundation			1						1
Indian School of Religion			1						1
Lynchburg College			6	5	1	2	2	4	19
Midland College †									
Missouri Christian College			1	5		1		4	10
Phillips University	5		29	9	6	6			55
Southeastern College					3	2		3	8
Spokane University			8	8	4	4			16
Texas Christian University			21	5			4	7	37
Transylvania College	8		40	8			*1	*7	50
Williams Woods College				9		6		5	20
Totals	15		279	132	17	38	18	58	532

*Hamilton College Preparatory.

†Closed before the end of the year on account of financial and other difficulties.

PROMOTIONAL DEPARTMENT

G. I. HOOVER

Secretary

"Extinguish the colleges and you put out the eyes both of the church and the state."—Tyler.

UNDERWRITINGS

THE Promotional Secretary began his work with the Board of Education on July 1, 1921. On June 28, in response to the request of the Underwriting Committee, the executive committee of the Board of Education tendered his services for the Underwriting work to head up the department of collections. At the meeting of the Underwriting committee on June 29, he was elected secretary of that committee. From July 1 to September 27, practically his entire time was given to this work aside from the filling of field engagements for the Board of Education. Through this period his work was directed toward the collection of pledges made and the following up of prospects that had been reported from the campaign. From October 1 to February 28 his office work was divided between the work of the Underwriting committee and that of the Board of Education. Through this period his work was specially directed in furtherance of the appeals for contributions to the Underwriting fund from those that had not yet given. When the validating committee rendered its report on June 29, 1921 it was stated that 2,142 churches had given and pledged to the Underwriting fund. Through following up the prospects and additional appeals this number was increased to 2,968. In other words, 826 additional churches came into the fellowship of the Underwriting Movement.

There has been received from the beginning of the campaign to July 1, 1922, \$647,570.74 in cash, \$2,559.00 in unpaid notes, and \$45,389.01 in pledges as yet unpaid. This balance of \$45,389.01 yet unpaid on pledges is owed by 389 churches and 45 individuals and it must be paid in order to wipe out entirely the deficit as shown in the Treasurer's report which follows:

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Underwriting Fund—Disciples of Christ

December 1, 1920—June 30, 1922

Total indebtedness to June 30, 1922:

Underwriting	\$626,532.55	
Interest	26,600.98	
Expenses of Campaign	34,737.38	
		\$687,870.91
Cash and pledges received	\$692,959.75	
Unpaid pledges	45,389.01	
Cash received		647,570.74
Deficit June 30, 1922		40,300.17

Cash Statement

Receipts		647,570.74
Payments:		
Expenses	34,737.38	
Underwriting and interest	604,679.78	639,417.16
Cash on hand		8,153.58

C. W. Plopper, Treasurer.

WORLD CALL

Throughout the year the Promotional Secretary has represented the Board of Education on the Committee which has charge of the publication of World Call. The Board of Education definitely cooperates in the publication of that magazine. The most significant actions of this committee for the year as interpreted by the Board of Education Representative are the following:

1. The organization of the committee on a constitutional basis as determined by the actions of the cooperating boards.
2. The adoption of a definitely allocated budget and a periodical checking up of expenditures in relation thereto.
3. Regular meetings of the committee on the third Wednesday of each month for a consideration of all phases of its work.
4. The call of a circulation manager leading to a thorough organization of the circulation department.
5. The publication of the World Call for the year upon a fully self supporting basis.

A year without a deficit is gratefully reported by the World Call Committee, whereas the average net cost of the cooperating boards was previously forty thousand dollars a year. Several factors have entered into this notable achievement. One, over which we had no control, was the decline in the cost of paper, due to the greatly reduced demand. But the chief element in our success, under the divine favor, has been the steadfast loyalty of our subscribers and the enthusiastic cooperation of literature secretaries and other officers of women's missionary societies, the definite leadership of ministers in building up the magazine's circulation and the activity of church official boards to the same end.

Much of the credit for this success must be accorded to the circulation manager, H. T. Campbell, who took up his work after a third of the year had passed, but brought to it so much of energy and enthusiasm, such a quick understanding of the task and such a genial spirit of cooperation with all who were working for the magazine that the results of his presence and efforts were immediately manifest.

Something of the magnitude of this accomplishment appears when we recall that the separate boards published the five magazines that were merged in World Call at a total net cost of \$25,000 to \$30,000 a year, with the prices of paper and printing less than two-thirds of what they are now. To have

ANNUAL REPORT

a magazine much larger, much more fully illustrated, covering three additional interests of the brotherhood and reaching a larger constituency than the separate magazines, and to have this larger and better service at no cost whatever to the participating boards, is a matter over which the entire brotherhood may greatly rejoice. To have attained such an end in any year and under any circumstances would have been gratifying, but to have reached it in spite of the general business depression and other adverse conditions of the past year is doubly reassuring.

An itemized financial statement follows:

World Call Financial Statement

EDITORIAL	Budget for 9 months	Expended for 9 months
W. R. Warren	3,300.00	3,300.00
E. T. Johnson	1,875.00	1,875.00
Stenographer	1,125.00	660.22
Supplies, Post, etc.	225.00	64.55
Travel	525.00	155.05
Magazines	150.00	126.82
CIRCULATION		
H. T. Campbell	2,250.00	1,949.97
Steno & Clerks	3,750.00	4,227.94*
Supplies, Post, etc.	3,000.00	2,781.47
Publicity	1,500.00	607.81
Travel	750.00	809.81*
PRODUCTION		
Paper	18,000.00	19,306.76*
Printing	16,200.00	12,823.12
Illus. & Articles	4,250.00	3,851.06
2nd Class Postage	3,750.00	2,365.26
MISCELLANEOUS		
Rent	540.00	498.60
Contingent	510.00	568.28*
	61,700.00	55,972.42
Receipts for 9 months, Oct. 1920—June 1921		67,630.22
Expenditures for 9 months, Oct. 1920—June 1921		86,932.17
Debit		19,301.95
Receipts for 9 months, Oct. 1921—June 1922		63,223.47
Expenditures for 9 months, Oct. 1921—June 1922		55,972.42
Credit		7,251.05

*Above budget.

OTHER COMMITTEES

The promotional secretary has served as a member of the Challenge, Constitutional and State University committees of the Board of Education; as a member of the brotherhood general Recruitment committee and as chairman of the committee on the Survey of Needs for the Home and Foreign Fields; as college representative in relation to evangelism; and as a member of the committee on Finances and Financing of the Council of Church Boards of Education.

PROMOTIONAL WORK

Among the more important speaking engagements he delivered two courses of lectures in the Young People's Conference at Tipi-Wakan Assembly, Minnesota and spoke at the educational conference at Lynchburg, Virginia; delivered addresses as representative of the Board of Education at Bethany Park; Hollister, Missouri; in district conferences of Indiana and Missouri; National Evangelistic Institute and Council of Church Boards of Education at Chicago; student conferences at Boston and Danbury, Connecticut; and Missouri State Convention; served as dean of church representatives at the Hollister, Missouri Y. M. C. A. Conference; has spoken in many local churches in behalf of Christian Education, and at the International Convention at Winona.

Because of having been assigned to the work of Underwritings the promotional secretary did not assume the active responsibility of the office of the Board of Education until the second quarter of the fiscal year. Since that time he has given an increasing amount of attention to the office work. The work of the promotional department has been thoroughly organized and systematized. On October 1, Mrs. Charles E. Underwood, was added to this department as stenographer and typist and for six months gave half time service; since April 1 she has served full time. Mrs. Underwood was added to the promotional department with a view to her becoming responsible for the office end of the promotional work.

A thorough system of bookkeeping with every church in the brotherhood and a corrected file of correspondents for each local church have been devised.

In January of the present year John E. Pounds of Hiram, Ohio was added to the department of promotion as special field representative of the Board of Education, in relation to wills and annuities. Out of a rich, mature and successful experience his services are being rendered in the several col-

lege areas in helping these institutions by way of informing and inspiring addresses to bring to our people the vision of their responsibility as stewards of the means which God has entrusted to them. Brother Pounds has rendered very fruitful service in the Cotner and California areas. His services are definitely engaged except for brief intervals up to March 1, 1923.

VISITATION OF COLLEGES

On September 29 the general and promotional secretaries of this Board began a tour of college visitation and in the course of it they visited twenty of our institutions of learning. This visitation of our own colleges had these objects in view: contact with the faculties and student bodies of these institutions; the meeting of the boards of trustees and the presentation for their consideration of the proposed revised constitution of this Board; conference with the promotional representatives of each of the institutions leading to a thorough understanding and discussion of plans as to how we can most effectually promote the budget for education in that particular area. This tour of visitation was most helpful in establishing a vital relation between the colleges and the Board.

In January the secretaries of the Board attended the annual meetings of the Council of Church Boards of Education, the Conference of Church Workers at State Universities; the Association of American Colleges; and the meeting of our own Board of Education in Chicago. In March, in compliance with the request of Disciple students in the graduate schools of the East and in connection with the work of the Council of Church Boards of Education, Dr. Pritchard and the writer visited Columbia, Union, Yale, Harvard and Boston Universities and met in conference the Disciple students in several graduate schools of the East at the Everett Church, Boston and at Danbury, Connecticut. These conferences were of a most practical character and pertained to the problems and work of the students in relation to the church.

Throughout the year the secretary has written regularly news items pertaining to the work of the Board of Education and its affiliated colleges and special articles in the interests of Christian Education for the World Call and other religious journals. He has recently prepared a booklet on the "History, Genius and Service of the Board of Education of the Disciples of Christ."

RECOMMENDATIONS

We commend to the respectful consideration of the cooperating colleges and the churches of our brotherhood the recommendations of the International Convention of the Disciples of Christ adopted at Cincinnati, Ohio, Friday, October 17, 1919.

We recommend:

1. That the Board of Education be made the clearing house for all gifts to current expenses, for the colleges and institutions belonging to the Board.
2. That the territory allotted to the respective colleges and institutions for cultivation be observed, and that it be taken for granted that the gifts from a given territory are to go to the institution or institutions of said territory unless otherwise specified.
3. That where there is more than one Disciple college in a given territory, a basis for the distribution of gifts from said territory shall be mutually agreed upon; and in case of failure of such colleges to reach an agreement, the Board of Education shall determine the ratio.
4. That the right of solicitation of gifts for current expenses by the colleges, from churches and individuals, be recognized and encouraged; but that institutions shall urge the churches in their territories to remit all monies to the Treasurer of the Board of Education.
5. That there be the closest cooperation between the colleges and the Board of Education in this matter, and that monthly reports be made to the Board by the colleges, and by the Board to the respective colleges, of all gifts received during the month.
6. That a full and complete account and report be made each year by the Board of Education to the International Convention of all monies received during the year by the Board and each of its constituent members.
7. That, as the offerings are sent in, the Board of Education shall deduct such proportionate amount per month as is apportioned to meet its budget. The balance shall be remitted to the colleges monthly.

The Annual Budget

A message to the promotional forces of the several colleges cooperating with the Board of Education of the Disciples of Christ:

One Budget for Education

The ideal to which the Board of Education stands committed and which has been approved by the International Convention of our people is that of one budget for education

—with the understanding that unless otherwise designated the receipts from a given area go to the college or colleges of that area cooperating with the Board of Education.

The Budget of the Cooperating Colleges

The executive of each institution, in cooperation with the proper officials, should make up the budget of the institution over which he presides and submit the same to the Board of Education, specifying the askings to be submitted to the churches. In submitting data for the use of the Board of Education there should be the following estimates: The total budget of the college for current expenses; income from endowment to be applied upon same; income from tuition to be so applied; income from miscellaneous sources not included in the above; and askings to be submitted to the churches of the college area. The itemized data of the budget will aid in justifying the askings of the churches both before our Executive Committee and the Committee on Recommendations of our International Convention.

The Release of the Budget

The budget for education should be released from the offices of the National Board of Education with a follow-up card to the churches asking for a definite action upon the budget as released and for the early return of the follow-up card. When a church definitely votes to accept the budget it should be so entered and that fact recognized in all the future work of promotion for the year. After the Board of Education has made its appeal to the churches and a reasonable length of time has elapsed, the local colleges should follow up the release of the budget as made by the National Board of Education, even to the last church, and try to secure their definite acceptance of the budget as released. There should be close conference between the promotional departments of each of our institutions and the promotional department of the National Board of Education. Copies of all literature sent from the National Board of Education office pertaining to promotion should be, in all cases, filed with the promotional departments of the local colleges, and likewise, copies of all literature going out from the local college to the churches should be filed with the promotional department of the Board of Education. There should be no conflict between the two systems of promotion but they should work in perfect harmony. They are intended to supplement one another.

Offerings From the Churches

No restriction should be placed upon churches in sending their offerings for education to the office of the National Board of Education—since a central treasury has been recommended both by this Board and by the International Convention. On the other hand, if a church prefers to send its offerings directly to a local college its right to do so is not to be denied.

Much has been said in recent years about getting under "the whole task of the church." And, we have rightly emphasized the fact that every church that does that must become a supporter of Christian Education. It is now becoming clear that the colleges of every area should consider their regular and special askings of the churches in relation to the whole work of the brotherhood and through the National Board of Education this ideal may be realized.

The Promotional Secretary of the Board of Education firmly believes in the ideal outlined above and believes, moreover, if all our promotional forces were to unanimously commit themselves to this ideal and work upon this program the largest results for the cause of education would be secured and that all should work toward the putting of this program into actual operation at the earliest practicable moment. He believes that as a general proposition our failure to do so will work to the disadvantage of our common cause. **The best results in our appeal for Christian Education in behalf of the colleges will never come until our churches and brotherhood think of the cause of Christian Education in the terms of the brotherhood and that, too, the whole brotherhood.**

Beginning the year under difficult conditions we have, nevertheless, achieved results for which we should be profoundly grateful. We should enter upon the new year with confidence and, with a better understanding as to our needs and methods of work, we should be able to cooperate more closely and effectually.

We earnestly recommend that in the promotion of financial enterprises in behalf of the colleges in every approach to the churches that the sacredness of the budget may be maintained inviolate. In justice to the permanent developing source of income for the cause of Christian Education through the annual budget, we ask the brethren to consider the placing of the responsibility for endowment campaigns upon individuals rather than upon the churches. We hold it as an ideal that the total budget allotment of a church for missions and education should have as free a field as can possibly be presented.

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If we all work toward this ideal it will be best for the whole work of the churches.

We are glad to be able to report for the year a deepening spirit of interest in the great educational program and increasing cooperation both upon the part of the colleges and the churches in our work.

A Table Exhibit showing the development of the receipts of the Board of Education and the cooperating colleges, as shown by Annual Reports.

EXHIBIT I. Total Receipts of the Board of Education and Its Constituent Colleges for Current Funds.

	No. of Churches	Central Office Board of Education	Colleges Direct
1913-1914.....	-----	-----	\$ 7,158.31
1914-1915.....	1,059	\$ 364.16	19,163.97
1915-1916.....	1,412	1,293.04	29,676.59
1916-1917.....	1,548	3,272.03	31,884.13
1917-1918.....	1,600	5,690.23	58,726.52
1918-1919.....	1,701	8,799.54	63,465.94
1919-1920.....	1,699	24,448.56	71,772.79
1920-1921.....	1,654*	34,501.80	125,371.90
1921-1922.....	1,708	40,646.14	166,489.11

*This does not include the contribution of the 1,805 churches that gave to education in the Underwriting Campaign for that fiscal year, nor the number so giving the following year.

EXHIBIT II. The Development of the Annual Church Budget for Education. (This includes simply the offerings of the churches and their auxiliaries to the current funds of our colleges).

	Total From Churches	From Churches and Individuals
1913-1914.....	\$ 7,158.31	(No Report)
1914-1915.....	19,528.13	\$ 19,528.13
1915-1916.....	30,969.63	315,012.61*
1916-1917.....	35,156.16	238,302.55
1917-1918.....	64,416.75	271,742.95
1918-1919.....	72,265.48	521,685.43†
1919-1920.....	96,221.35	321,916.18
1920-1921.....	159,873.70	384,026.15
1921-1922.....	207,135.25	322,198.08

*This report is for fifteen months' period.

†This includes gifts for education in the Emergency Men and Millions campaign.

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Exhibit III. Churches that gave \$500.00 or more and less than \$1,000.00.

Columbus, Indiana, Tabernacle	\$932.00
Springfield, Illinois, First	908.32
Huston, Texas, First	900.63
Breckenridge, Texas, First	900.00
Warren, Ohio, Central, ...	858.99
Wilson, North Carolina	850.00
Palestine, Texas, First	807.00
Okmulgee, Oklahoma	800.00
Lexington, Kentucky, Central	800.00
Huston, Texas, South End	787.00
San Angelo, Texas, First	776.00
Richmond, Virginia, Hanover	750.00
Richmond, Virginia, Seventh Street	750.00
Champaign, Illinois, University Place	742.00
Centralia, Illinois	733.00
Richmond, Kentucky, First	720.00
Bonham, Texas, First	700.00
Forth Worth, Texas, Magnolia Avenue.	686.00
Waxahachie, Texas, Main Street	678.10
Pittsburg, Kansas	675.00
Wellington, Kansas, First	670.00
Covington, Kentucky, Madison Avenue	668.75
Bloomington, Illinois, First	635.68
Noblesville, Indiana, First	607.00
Fort Worth, Texas, University Place	603.93
Piano, Texas, First	600.50
Anderson, Indiana, Central	600.00
Richmond, Virginia, Third	600.00
Denton, Texas, First	576.36
Omaha, Nebraska, First	571.32
Rensselaer, Indiana, First	570.32
Paris, Illinois	566.00
Akron, Ohio, High Street	562.34
Springfield, Illinois, West Side	555.44
Chicago, Illinois, Englewood	550.00
Fort Smith, Arkansas, First	550.00
Beatrice, Nebraska	535.00
Indianapolis, Indiana, Downey Avenue	517.30
Jacksonville, Illinois, Central	515.50
Brownwood, Texas, First	514.00
Peoria, Illinois, Central	510.00
Marshalltown, Iowa, Central	500.00
Atchinson, Kansas	500.00
Hutchinson, Kansas, First	500.00
Glasco, Kentucky	500.00
Louisville, Kentucky, Clifton Avenue	500.00
Paducah, Kentucky, First	500.00
Ayden, North Carolina	500.00
Uniontown, Pennsylvania	500.00
Coleman, Texas	500.00
Sulphur Springs, Texas, First	500.00
Paris, Kentucky	500.00
Bartlesville, Oklahoma, First	500.00

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Exhibit IV. Churches that during the last fiscal year gave \$1,000.00 or more for education.

Austin, Texas, Central	\$9,500.00
Dallas, Texas, East	6,939.00
Oklahoma City, Oklahoma, First	6,900.00
Fort Worth, Texas, First	3,927.22
Atlanta, Illinois	3,008.00
Eureka, Illinois	2,501.00
Tulsa, Oklahoma, First	2,225.00
San Antonio, Texas, Central	2,097.25
Wichita Falls, Texas	1,700.00
Amarilla,, Texas	1,650.00
McKinney, Texas, First	1,640.00
Washington, Dist. of Columbia, Vermont Ave....	1,636.00
Paris, Texas, First	1,615.00
Gainesville, Texas, Dixon Street	1,607.00
Des Moines, Iowa, University Place	1,525.00
Waco, Texas, Central	1,491.00
Dallas, Texas, Central	1,450.00
Washington, Dist. of Columbia, Ninth Street	1,387.00
Louville, Kentucky, First	1,350.00
North Salem, Indiana	1,238.00
Union, Johnson County, Indiana	1,125.00
Enid, Oklahoma, Central	1,104.00
Sherman, Texas, Central	1,075.00
Frankfort, Kentucky	1,000.00
Kinston, North Carolina	1,000.00
Cleveland, Ohio, Euclid Ave.	1,000.00
Canton, Ohio	1,000.00
Norfolk, Virginia, First	1,000.00

UNIVERSITY DEPARTMENT

JOSEPH C. TODD

Secretary

BLOOMINGTON, INDIANA

"There is no complete education without religion."

—President David Kinley, University of Ill.

HISTORICAL STATEMENT

THE first advocate of the churches making a religious approach to the State University, was Thomas Jefferson, the founder of the University of Virginia, the father of the State University idea in America. In a letter to his friend, Dr. Cooper, under date of November 2, 1822, he wrote as follows:

"In our university you know there is no professor of divinity. A handle has been made of this to disseminate the idea that this is an institution not merely of no religion, but against all religion. Occasion was taken at the last meeting of the Visitors to bring forth an idea that might silence this calumny, which weighed on the minds of some honest friends of the institution. In our annual report to the legislature, after stating the constitutional reasons against a public establishment of any religious instruction, we suggest the expediency of encouraging the different religious sects to establish each for itself a professorship of their own tenets on the confines of the university, so near as that their students may attend the lectures there and have the free use of our library and every other accommodation we can give them, preserving however, their independence of us and of each other. I think the invitation will be accepted by some sects from candid reasons and others from jealousy and rivalry. And by bringing the sects together and by mixing them with the mass of other students, we shall soften their asperities, liberalize their prejudices, and make the general religion, a religion of peace, reason and morality."

The Disciples of Christ were the first religious people of America to take advantage of the opportunity advocated by Jefferson. The method of their entrance into this field was the natural result of their history and previous practice in their own colleges. Their educational interest was preeminently the Bible. When they turned their attention to the State University it was so unlike their own schools in the absence of Biblical and religious courses, as emphasized parts of the curriculum. In their own colleges the Bible Chairs

were their main interest in education. So they became pioneers in bringing this emphasis to the State University.

The Christian Womans' Board of Missions was our prophet. In 1893, seventy-one years after Jefferson's proposal, the Ann Arbor Bible Chair was opened at the University of Michigan. In 1898 they opened the Bible Chair work at the University of Virginia, following out Jefferson's suggestion in the University he founded. Kansas Bible Chair at Lawrence was opened in 1900, and Texas Bible Chair at Austin in 1904. Back as far as 1895 the beginnings of work were made at the University of Oregon. It was incorporated under the name of "Eugene Divinity School." In 1908 this was changed to "Eugene Bible University." The school has for the most part remained entirely independent of our cooperative educational efforts. The Bible College of Missouri was founded in 1898, Indiana School of Religion in 1910, Illinois Disciples' Foundation in 1915, and California School of Christianity in 1919. The last named institution is located in Los Angeles alongside the Southern Branch of the University of California.

Several years ago an effort was made to raise funds in Arkansas for the establishment of a Bible Chair, but the plans were never carried out. For a number of years Berkley Bible Seminary existed at the University of California. What remained of its assets, after its close, has been absorbed by the California School of Christianity. In 1914 an independent effort was incorporated for an institution alongside the University of Minnesota at Minneapolis. The effort has had an unfortunate history and is now in the hands of a receiver. In Alabama plans are under consideration for a school at Tuscaloosa. Conditions locally have been made most favorable. The University of Alabama has offered the most favorable basis of cooperation we have ever had in any State. Some of our brethren in the South hope that our people in several southern states may be induced to join in the creation at Tuscaloosa of a Southern School of Religion.

As matters now stand, therefore, we have ten educational efforts; four Bible Chairs under the United Christian Missionary Society; four more ambitious efforts, the Bible College, or School of Religion type, affiliated with the Board of Education, and two independent institutions, one of them in financial difficulties. The Bible Chairs have assets and endowments of \$350,000; the four institutions affiliated with the Board of Education, namely, the Bible College of Missouri, California School of Christianity, Illinois Disciples Foundation, and Indiana School of Religion, report assets of \$1,200,000. The in-

BOARD OF EDUCATION

dependent institutions report assets of \$450,000. This would make a total of \$2,000,000.00, the Disciples have accumulated for work at ten State Universities.

In the last few years beginnings have been made in another means involved in providing for our students at state schools. The institutions discussed above have made the educational approach. They regard the task as fundamentally an educational one. They are convinced the primal need is for the teaching of Biblical and religious courses as curriculum disciplines. But of late Disciples have become interested also in providing wholesome and efficient religious life for the students; seeing to it that they maintain their habits of church loyalty, attendance, support and work. Here again they have been influenced by their traditions. We have been a people who magnified the value and importance of the local church. We have emphasized its autonomy and efficiency. Therefore, when the question of the religious life of our students came under consideration, we have followed the policy of making the local church the center, gathering the students into its services and work. For want of a better term we have adopted one already in use by other religious bodies, the term "Student or University Pastor." An effort is being made to find a designation for these personal workers among the students that will leave the term "pastor" to be used only for the regular pastor of the church. "Student Secretary," "Director of Student Activities," "Director of Young Peoples' Activities," have been suggested. A term is needed that will avoid the suggestion of duties that conflict with the regular pastor and preacher, that will be acceptable to the minds of the students, that will indicate the work is in connection with the church, and will indicate its purpose of student leadership.

In the work of Director of Student Church Activities, Robert Knight at Purdue University has been most active and is a good example of all church work being done in and through the church under the direction of the pastor. This work is supported under the auspices of the Sunday School Department of the United Christian Missionary Society. This Department is also cooperating with the Y. M. and Y. W. C. A. through the pastor of the Eugene Church in work at the University of Oregon. This is carried on interdenominationally. The same Department is cooperating in the support of Fredric M. Kincade affiliated with the University Place Church, Seattle, Washington. In addition to directing the church activities of students, Brother Kincade is also doing some teaching of voluntary Bible classes.

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At the University of Nebraska J. W. Hilton is being supported as University Pastor by "A few individuals and two of our churches—the East Lincoln Church and the First Church of Omaha." The work grew out of a State University Commission appointed at the Nebraska Convention in 1919, favorable action of the State Board, and a Council of the Ministers of the Churches of Christ in Lincoln. A Disciples' Club of Christian Church students has been organized and is working with Brother Hilton.

During the past year plans have been worked out for maintaining a director of students work at the University of Arkansas under the joint auspices of the State Board and local forces. The local church at Boulder, Colorado, expects to secure this fall a Director of Student Religious Activities.

Just as this report is being completed, we have been informed that the State Convention in Washington has approved a program of support for a Bible Chair at the State University in Seattle and that Herman Porter Williams has accepted a call to the work.

Our people in many other states and from many other schools are urging the increasing opportunities of these rapidly growing state institutions. Work should be opened immediately in at least six fields at present unoccupied. The efforts already initiated are greatly in need of additional equipment and workers.

EVALUATION

One of our missionary secretaries, who has been for a great many years closely in touch with the state university problem, recently wrote in reply to a letter of appreciation of one of the Bible Chairs, "Perhaps it has been less understood than any other line of work." A man, who knows our educational work as well as any, and believes in the unprecedented opportunity of the state university, said recently, "But the discouraging thing about it is how meager are the results so far attained as a return on our efforts." There have been widely expressed reports that our work has been disappointing in success. We venture to assert that no work ever attempted by our people has attained more results for the labor expended. The four Bible Chairs under the United Society and the four institutions affiliated with the Board of Education, all and each, have records of accomplishment that have not been excelled in our cooperative history.

But it is easy to understand why the state university work is so often considered meager in results. These great provi-

dences of the state tower giant-like in the educational world. It would take \$80,000,000.00 from private benevolence in endowment, buildings and equipment to maintain Illinois University as an endowed school as the state is now maintaining it from taxes. It would take \$50,000,000.00 in Indiana to duplicate the state's providence for its Normal, Purdue and Indiana University. Annual enrollments of students are ranging from two to ten thousand. Our efforts, so far, are but feeble beginnings in comparison with the kind of providence the states make for the departments of their great universities. When we compare what is being done in comparison with what could be done, if we had adequate equipment, staff and support, results do seem discouraging. Here, as elsewhere, we face the law of "He that soweth sparingly shall reap also sparingly."

Then there are other reasons why the value and real worth of our efforts may have been overlooked. The workers in these fields have not been inclined to publish immodestly their own heroic accomplishments. The work is so comparatively young among us. Our missionary and educational agencies are much older. Up to the present our ministers, missionaries and religious leaders have come very largely from church schools. The universities have grown up so suddenly we little realize their vastness. And, one of the chief reasons for the field being so little understood and appreciated, there has been no central, united agency giving it attention, and presenting the facts to us. Compare the publicity of our missionary work and our established church colleges to what promotional effort has been given to this mighty field of virgin opportunity. And here is at stake the religious leadership of the increasing majority of the children of the church who seek a higher education!

FACING THE FACTS

With all the strategic advantage of the church meeting the State University challenge, with all the results so far known to be possible, with all the hospitality extended by the universities and the interest of the students in religion, we just as well face the difficulties and problems of the task. They are not easy, no final solutions have been evolved—but they are not insurmountable.

Recently a state university president said to one of the workers: "Yours is a missiosary call, just as real as ever came to Livingstone, Judson, Carey, or Morrison. It is not your place to ask if you are wanted, if the task is easy, if results

are large. It is your task to ask if the message of Christ is needed. You are prophets knocking at the gates of these great universities, crying unto them 'Hear ye the word of the Lord, and you must knock and cry aloud until they hear!'"

There is the difficulty of a confusion of approach and method. Many forces have been attracted to the field and are attempting service. The Y. M. C. A. and the Y. W. C. A. are active. Where they care for student initiative—are actually Christian associations, attempting to organize the students for normal religious work about the churches, and lead them to an appreciation of the Biblical instruction institutions—they serve an indispensable purpose. Then, there is the student pastor movement in the sense that pastoral oversight is given by men who are not related to the local churches, but are controlled by national or state bodies of the churches. These men face the problem of a task that is neither carried out through the church or an educational foundation. Local churches and pastors near the universities feel the responsibility, and, with what workers they may secure, attempt to minister to the students. Finally, there are the efforts being made through Bible Chairs, Bible Colleges, or Schools of Religion, to create actual teaching centers just as educationally acceptable as any of the departments of the university. Christian Associations, Student Pastors, Local Churches, Directors of Student Work about local churches, Educational Foundations, four to nine or ten denominations with many methods, all attempting to provide the religion for a great student body. Confusion and conflict threaten necessarily.

The chief problem is not that of the difficulty of gaining attention to religion from the students, securing the cooperation of faculty and university authorities, getting credit for the courses given, or securing the funds with which to provide building and faculty. The chief difficulty is denominationalism. The divided church here again shows its weakness. V. T. Wood, in an article in *Rural Manhood* on "Why Christian People Unite," says: "In hundreds of towns and villages the denominational expression of religion has ceased to function because it is out of harmony with the educational and social experiences of the people. A National system of education that trains and directs the minds of millions of youths in the attainment of a common knowledge about life creates the expectation of some unified plan in the realm of religion."

So far as the Disciples are concerned, we face the question at state schools of whether we desire to build up our agencies and schools, which others consider sectarian and denomina-

tional and which they duplicate in denominational competition, or shall we become protagonists of non-sectarian efforts, advocates of undenominational work, pleaders for a unified church, examples of generosity, catholicity, tolerant cooperation, Christian unity? There is no place in all the world as inhospitable to denominationalism and sectarianism in religion as the state university. Here is the place for Schools of Religion—for all kinds of Christian work—as democratic in the field of religion as the state university is in the general education. What an opportunity for a people who were conceived by pioneers whose common task and environment created a vision of and a desire for a common faith in Christ! Shall we be prophets of a united Christianity in the state school or instruments of division and weakness?

UNITED ACTION AMONG OURSELVES

At present our own work is disassociated. Nearly two years ago your secretary attended a meeting of the University Committee of the Council of Church Boards of Education in New York City. We sat all day about a conference table. Problems of united and cooperative action were constantly before us. Each of the other religious bodies had some one present who represented all his church was attempting. We had to explain to them that our work was not done under the auspices of any one department. Some of it was independent and unrelated to any of our cooperative efforts; some was done locally and under state missionary supervision; some was related to the Sunday School Department of our Missionary Society; some to the Home Department of the same society; and some to the Board of Education. Even our educational approaches were in three divisions. On returning to the office a letter was written to President Burnham of the United Society setting forth this weakness of our program. At our last International Convention, a resolution was passed recognizing the anomaly of this condition and recommending that the Bible Chairs be transferred to the Board of Education. As a result a Joint Commission of the Board of Education and the United Society has been created to consider the whole situation and make recommendations of a program of work. The commission has had two sessions. A sub-committee of the Commission was created to plan for a detailed study and survey of the whole problem among us, in general, and to arrange for a meeting with the Joint Commission of all the workers associated with the Boards. This meeting was held August 23rd at the College of Missions. It is the first

time, so far as we know, there has ever been a meeting of our workers to consider plans of cooperation among our own agencies and representatives at State Universities. We are hopeful that soon a policy of statesmanship may be developed and the Disciples may have in reality a University Department as their efficient servant in leading them to accept their full responsibility in consecrating the nation's leadership and sharing fully in, what has been called by a State University President, "The greatest mission field in America today."

THE UNIVERSITY DEPARTMENT.

Because of another heavy responsibility, very little time can be devoted to the task by the present secretary. The situation demands a full time secretary. The passion of a life is needed to place this work before our people in all its vital greatness. The larger religious bodies of the country have University Secretaries representing them. These men constitute what is known as the University Committee of the Council of Church Boards of Education. Because we have a Board of Education, and it is a member of this Council, we are represented on this Committee. When this Committee meets it brings onto the conference table all the work of all the churches being done in all the Universities of America. In order to keep in close touch with the work, each secretary is assigned certain states for which he is particularly responsible, and on which he is expected to make reports when the Committee meets. The Council of Church Boards has a State University Secretary, Dr. O. D. Foster, who is the joint representative of the churches, and works under the direction of this University Committee. In this way all our work is related to all that is being done in the field. Also the emphasis which the Disciples have brought is kept before all others. The department seeks to keep all our workers in touch with what the others are doing; with what is being attempted in other fields by other religious bodies; to set the task before our people in its true value; to work out plans for caring for the need adequately as part of the whole program of Christian Education being developed by the Disciples; to accumulate statistics and literature on what is being accomplished; and to gain the cooperation of students, parents, friends, and pastors, that this tide of potential young life may be brought under Christian influence during the strategic years of life preparation and decision. Full accomplishment must await finding some one called to be its prophet, and the support for maintenance.

BOARD OF EDUCATION

The work of this department, as defined by the Board of Education, is as follows:

1. The coordination and development of present agencies at state schools.
2. The initiation of agencies in fields as yet unoccupied.
3. Cooperation with other religious bodies in centers where we do not care to establish independent work.
4. The fostering and development of efficient local church facilities and activities in order to care for the inspirational and religious life of students in university centers.
5. The establishment and maintenance of contact with groups of Disciples in educational centers where we have no conserving agency.
6. To gain the cooperation of pastors, churches and parents in interesting students in our work at state schools.

The vastness of this task is more than sufficient in itself to make necessary a Board of Education to deal with it even if it had no other task. A comprehensive educational program for the Disciples must take into consideration our total college and university constituency. A recent survey of eighty state schools reported 7,512 Disciples in attendance. By studying the results of the survey in states where we have accurate records on attendance of Disciples, it is evident that the figures are too small. A very conservative estimate would give us an attendance of 10,000 enrolled annually in all state schools, and probably a total of more than 11,000 students attending colleges and universities other than our own.

With reference to the above we can do no better than recall the words of Secretary Pritchard in the report of last year:

"Certainly the work of caring for our students at state and other universities should be mightily strengthened and augmented, and the most logical and practical way of bringing this to pass is through a well organized and manned University Department of the Board of Education. The present department, which is doing all within its power with the meager funds at its disposal, should speedily have at least one Secretary definitely set apart to this work and provided with funds to make his efforts effective. This is an ideal which can be, and we trust will be, soon attained."

VOCATIONAL GUIDANCE DEPARTMENT

'Educational institutions are rich not in buildings and endowments but in the men they have sent into the world to do life's work.'—L. E. Holden.

GENERAL STATEMENT

There is no Secretary for this department. One of the urgent needs of the Board of Education, is a trained secretary for this department who shall give all his time to work. The special task of such a secretary would be the enlisting of young men and women for definite Christian service. But his field would be more inclusive than that. It would contemplate the assisting of young people of the church to find their life work, and whatever that might be therein to serve Christ and His church to the fullest of their ability. In other words it would have in mind the Christian ideal of service for all vocations and professions. There is no more important work before the church of to-day, than just that— the redeeming of all callings from materialism and the infusing them with Christian idealism. Furthermore, no greater favor can be shown any young man or woman, than directing him or her, into the vocation, which by temperament, ability and training, he or she is best fitted to occupy. It means not only happiness for themselves but increased usefulness to society and the larger upbuilding of the Kingdom of God. It goes without saying that whoever undertakes such a work should be acquainted with the whole occupational field and should be well-trained in the technique of Vocational Guidance.

In lieu of such a Secretary, the present staff of the Board, have endeavored to discharge the functions of the office. They have performed the following duties; corresponding with students and other young people desiring help; visiting graduate schools of the large universities where we have students and counseling with them regarding their future work; attending the Y. M. C. A. Student Conferences and acting as members of the faculties as well as counsellors for our own students; co-operating in the Summer Conferences

conducted by our own people; serving on various "Recruitment" and "Life Work" committees, particularly the Committee on Recruitment, authorized by the last International Convention; collecting and preparing literature bearing on this important subject.

Summer Conferences

We believe a special word ought to be said relative to the Summer Conferences, both those under the auspices of the Y. M. C. A. and under the organizations of our own brotherhood. The Young Men's Christian Association, has for years conducted Student Conferences for ten days each, during the month of June, at such places as Estes Park, Lake Geneva, Silver Bay, Blue Ridge, etc. Two years ago that organization invited the respective evangelical church bodies, to co-operate in this work. This co-operation is carried on through the Council of Church Boards of Education in general and through the Boards of Education in particular, of each co-operating church body. Through these Boards of Education, the Missionary Societies are also asked to participate. For these two years this Board of Education has responded to this opportunity. It is the unanimous opinion of the staff, born out of experience, that no more strategic opportunity is before the church for the enlistment of trained life than this one. We should be prepared to take more complete advantage of this golden opportunity, than the present limited resources of men and money permit us to do. A fuller report of these Conferences and their significance will be published in World Call. Likewise the Summer Conferences of our own young people. The Board of Education has co-operated in these and had representatives to present the "Life Challenge" at Santa Monica, Cal., William Woods and Hollister, Mo. Tipi-Wakan, Minn., Crystal Lake, Mich., Lynchburg, Va., Eureka, Ill., Lexington, Ky., and Bethany Park, Ind. These Conferences are growing in numbers, efficiency and power. It is difficult to over-estimate their worth. They are the summer training camps for the young army of church workers and leaders. The number of Conferences should be multiplied; their scope defined and enlarged; the whole brotherhood, by its various organizations working through a central committee, put back of this enterprise with the best leadership which we can command. It is a wide open door to an importuning, potential leadership.

ANNUAL REPORT

REPORT OF THE COMMITTEE ON RECRUITMENT

The last Convention at Winona received a report on Recruitment and the following resolutions were adopted:

1. We recommend that when this committee is created that they work by joint plans and by special allocation to those departments and agencies already existing, they seek as far as possible, to cover the entire field.

2. We recommend the need of an adequate survey by our state forces and by our foreign forces of the actual number of workers needed, home and foreign, and we recommend that this joint committee co-operate with the state and foreign forces in such a survey.

3. We recommend that this committee shall make a study of the literature in existence upon recruitment and shall recommend to the co-operating organizations the creation of such literature as is needed.

4. We recommend that this committee shall study with those who are holding them the present conferences that are being held and shall co-operate in their promotion and in the nature of their programs, as far as shall be desired.

5. We recommend that this committee shall study the nature of the organizations among the students, both in our high schools and colleges, and shall assist in every way in the advancement of any work carried on by the students themselves.

The co-operating organizations appointed F. W. Burnham, H. O. Pritchard and A. E. Cory with power to add to their number. The Committee was enlarged to include Mr. H. H. Peters, Mrs. R. J. Dye, Mr. F. E. Smith, Mr. H. L. Pickerell, Mr. A. D. Harmon, Miss Ada L. Forster, Miss Adeline Goddard and Mr. G. I. Hoover.

SUB-COMMITTEES WERE APPOINTED

1. On the co-ordination and allocation of the many recruitment efforts now being conducted among our young people.

2. A committee on the survey of needs in the recruitment field.

3. A committee to gather recruitment literature that would be most useful in the present situation.

4. A committee to study the matter of Summer Conferences. This is one of our most important committees as Summer Conferences were held this year for our young people as follows:

Phillips University, Enid, Oklahoma

Crystal Beach, Michigan

Santa Monica, California

Eureka College, Eureka, Illinois

William Woods College, Fulton, Missouri

Hamilton College, Lexington, Kentucky

Bethany Park, Indiana.

BOARD OF EDUCATION

Tipi-Wakan Christian Assembly Grounds, Minnesota
Cotner College, Bethany, Nebraska
Lynchburg College, Lynchburg, Virginia.

5. A committee on recruitment organizations among students in High Schools and Colleges.

"That this Convention shall ask the United Society, the Board of Education and the Men and Millions Movement (The latter in order that this recruitment work may be conserved) to appoint a joint committee which shall study this whole question and co-ordinate its work with all of the various efforts that are now being put forth."

These sub-committees are all working and a more complete report will be made at a later date.

It is the feeling of the Committee that there has been committed to it one of the most important subjects now being considered by our Brotherhood.

Respectfully submitted,

Mr. F. W. Burnham,
Mr. H. O. Pritchard,
Mr. A. E. Cory,
Mr. H. H. Peters,
Mrs. R. J. Dye,

Mr. F. E. Smith,
Mr. H. I. Pickerell,
Mr. A. D. Harmon,
Miss Ada L. Forster,
Miss Adeline Goddard,

Mr. G. I. Hoover.

NUMBER OF STUDENTS

In this connection we give, on the two following pages, tables which reveal the number of students in the colleges, which affiliate with this Board; also the number of students enrolled in these institutions which are preparing for the ministry and the mission fields. Both of these tables show encouraging increases. In view of the fact that sometimes there is a tendency to disparage the number of students which are in attendance upon our own colleges, we think these figures significant. Approximately nine thousand students in these colleges and more than nine hundred of them, students for the ministry or missionary service. There has been a gain of two hundred over last year, that is a 25 per cent increase. These latter figures do not include all those who are planning for definite Christian service such as Y. W. and Y. M. C. A. secretaries, workers in the field of Religious Education, etc. In some of the institutions losses in the number of students are shown; but in nearly every instance these losses are recorded in institutions which have Preparatory Departments or are just abandoning the same. The heartening fact

ANNUAL REPORT

is that there has been an increase in the number of students of college rank even where a loss in total attendance is recorded.

There should be a table showing distinctly the number of students which are doing graduate work in our own and other institutions. We do not have this data at hand as it is difficult to get in many instances. However, we do have figures for the following institutions—these figures relate simply to those who are preparing for the ministry and mission field:

Students Enrolled for Year Ending June 30, 1922

College of Missions, Indianapolis	54
University of Chicago, Chicago	37
Yale University, New Haven	33
Vanderbilt University, Nashville	16
Boston University, Boston	12
Columbia and Union, New York	10
Hartford Theological, Hartford	6

More attention should be paid to our graduate students and their training. In fact this is one of the problems with which the Disciples are face to face, at the present time. Not only are we failing to provide facilities for such training, but we are neglecting to give the students who are in training, proper attention and direction, as a result we are losing many strong and well trained men to the ministry and to the service of the church.

STUDENT ATTENDANCE

BOARD OF EDUCATION

Name of College	Year ending June 30, 1921						Year ending June 30, 1922								
	College		Preparatory		Other Depts.		Total	College		Preparatory		Other Depts.		Total	Gain *Loss
	Men	W'n	Men	W'n	Men	W'n		Men	W'n	Men	W'n	Men	W'n		
Atlantic Christian College	21	36	39	65	3	17	181	29	55	33	42	10	50	159	*22
Bethany College	175	130			20	122	396	188	130			30	75	303	*93
Bible College of Missouri	75	175					254	82	222					304	50
Butler College							733	429	536					836	103
Calif. Sch'l of Christianity	12	4			3	1	16	29	43	5	3	4	10	72	56
Carr-Burdette College		45		65			110		50		30		40	80	*30
Christian College	5	153		70	9	291	393	1	159		56	29	219	325	*69
Cotner College	122	149	18	22	56	120	271	130	148	15	20	56	111	278	7
Culver-Stockton College	51	53	15	7	19	72	217		135		8		312	266	49
Disciples' Divinity House**							63							69	6
Drake University	231	292				427	1,071	2,275	232	348		451	1,644	2,298	23
Drury Sch'l of the Bible	32	70					102							110	8
Eureka College	88	89	12	7	27	116	303	104	104	3	3	37	114	300	*3
Hiram College	143	143			10	12	302	160	158			6	2	326	24
Ill. Disciples' Foundation	No teaching done							54	33					87	87
Ind. Sch'l of Religion	10	16					26	20	14					34	8
Lynchburg College	68	66	27	14	15	95	194	78	59	29	10	49	85	181	*13
Midland College †															
Missouri Christian College		14	37			50	65		20		25		56	62	*3
Phillips University	194	338	88	200	87	450	1,203	250	397	88	162	78	379	1,201	*2
Southeastern College	4	3	35	28			70	2	3	25	20	3	9	50	*20
Spokane University	33	54	36	32	8	13	176	26	36	42	32	7	20	163	*13
Texas Christian University	286	260			43	203	647	293	327			27	209	740	93
Transylvania College	149	147				114†	422	150	146				127	434	12
William Woods College		124		69		120	172		113		55		129	154	*18
Totals	1699	2361	270	616	727	2867	8691	2257	3248	240	466	798	3591	8832	240

**The Disciples' Divinity House does not give a complete curriculum and has no separate student body. The enumeration of students as given above includes: (a) all Disciples of Christ who are students in the Divinity School of the University of Chicago, and (b) all other graduate students who have taken courses given in the Disciples' Divinity House, regardless of whether such students are Disciples or are preparing for the ministry.

†Students in Hamilton College.

‡Closed before end of year on account of financial and other difficulties.

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REPORT OF STUDENTS STUDYING FOR THE MINISTRY AND MISSION FIELDS

Name of College	Year ending June 30, 1921					Year ending June 30, 1922				
	No. of Col- lege Rank		Not of Col- lege Rank		Total	No. of Col- lege Rank		Not of Col- lege Rank		Total
	Men	Women	Men	Women		Men	Women	Men	Women	
Atlantic Christian College	8	2	3		13	7	4	7		18
Bethany College	31	10			41	6	38			44
Bible College of Missouri	23	6			29	19	7			26
Butler College	32	13			45	12	16			28
Calif. School of Christianity	9	1			10	16	5			21
Carr-Burdette College							2			2
Christian College		3			3		5			5
Cotner College	22	18	5	3	48	26	22	4	3	55
Culver-Stockton College					25					31
Disciples' Divinity House**	46	11			57	37				37
Drake University	36	8	30	4	78	33	11	29	1	74
Drury School of the Bible	4	4			8					12
Eureka College	25	12			37	25	12			37
Hiram College	25	6	4	2	37	26	21	1	1	49
Ill. Disciples' Foundation	9	1			10	9	8			17
Ind. School of Religion	1	1			2	3	3			6
Lynchburg College	15	10	11	1	37	19	4	12	1	36
Missouri Christian College	..			1	1					*1
Phillips University	57	39	12	8	116	77	35	18	10	140
Southeastern College	3		7	3	13			6	1	7
Spokane University	20	8	3	2	33	20	16	2	2	40
Texas Christian University	37	9	13	7	66	50	14	13	7	84
Transylvania College	70	9			79	60	18	†11		89
Williams Woods College						3		2		5
Totals	473	171	88	31	788	445	244	103	29	928
										76

**All graduate students.
†In College of the Bible.

BOARD OF EDUCATION

TREASURER'S REPORT

FINANCIAL STATEMENT OF BOARD OF EDUCATION

The following summary sets out in large the receipts and expenditures of the Board of Education for the last missionary year, ending June 30, 1922.

RECEIPTS

From Churches	\$39,547.28	
From Sunday Schools	981.53	
From Individuals	117.33	
From Colleges	2,624.92	
Miscellaneous	1,278.97	
Interest	10.61	
World Movement-Designated	\$ 619.50	
Undesignated	2,469.82	
		<u>3,089.32</u>
Total Receipts		\$47,649.96
Balance on hand July 1, 1921....		<u>24,149.88</u>
		\$71,799.84

DISBURSEMENTS

Administration—		
Salary—General Sec'y	5,000.00	
Salary—Promotional Sec'y	4,000.00	
Salary—University Sec'y	582.50	
Salary—Treasurer	1,200.00	
		<u>10,782.50</u>
Travel	2,979.09	
Stenographers	1,434.90	
Office Stationery, Printing and		
Postage	334.99	
Incidental	933.97	
Total		16,465.45
Publicity—		
Newspaper Advertising	907.00	
Circular Advertising and		
Mailing	2,342.92	
World Call	1,037.04	
Year Book	631.89	
Incidental—		
Budget Promotion	610.70	
Eastern Office	137.50	
Incidental	291.25	
		<u>1,039.45</u>
Total		5,958.30
		Sixty-five

ANNUAL REPORT

Miscellaneous—

Contributions for Colleges:

World Movement	
Designated	919.17
World Movement,	
Undesignated..	6,546.49
Regular Con-	
tributions	24,015.51

31,481.17

Council of Church Boards....	1,012.80
Incidental	1,685.55

Total 34,179.52

Total Disbursements 56,603.27

Balance on Hand 15,196.57

ASSETS

Cash on hand	15,196.57
Petty cash fund balance	5.28
Unpaid college assessments	8,874.22
Miscellaneous	558.53

Total 24,634.60

LIABILITIES

Contributions for colleges—

Regular contributions	5,840.22
Undesignated world movement	
contributions	1,143.60

Total 6,983.82

Net current assets 17,650.78

WORLD CALL ACCOUNT

Receipts	\$2,711.50
Cash	261.24
	\$2,972.74
Expenditures	\$2,714.21
Credit	258.53
	\$2,972.74

WORLD MOVEMENT RECEIPTS

Undesignated	\$2,469.82
Designated	610.50
	\$3,089.32

BOARD OF EDUCATION

CONTRIBUTIONS SENT DIRECT TO COLLEGES

	From Churches	From Individuals	Total
	\$		\$
Atlantic Christian College	5,942.00		5,942.00
Bethany College	1,565.08	11,044.35	12,609.43
Bible College of Missouri	153.33	42.25	195.58
Butler College	2,982.31	14,000.00	16,982.31
California School of Christianity			
Christian College			
Cotner College	5,960.01	12,191.64	18,151.65
Culver-Stockton College	266.76		266.76
Disciples Divinity House			
Drake University	8,810.03	1,642.77	10,452.80
Drury School of the Bible	635.08	44.25	679.33
Eureka College	12,714.23	915.00	13,629.23
Hiram College	5,320.54	604.00	5,924.54
Illinois Disciples Foundation	8,484.30	39.00	8,523.30
Indiana School of Religion	6,133.77		6,133.77
Lynchburg College	12,021.82	13,439.77	25,461.59
Missouri Christian College	980.41	20.00	1,000.41
Phillips University	23,489.75	14,347.13	37,836.88
Southeastern Christian College	854.98	3,874.00	4,728.98
Spokane University	388.00	21,251.15	21,639.15
Texas Schools	61,927.66	16,386.52	78,314.18
Carr-Burdette College			
Midland College			
Texas Christian University			
Transylvania College	7,859.05	5,221.00	13,080.05
William Woods College			
Total	\$166,489.11	\$115,062.83	\$281,551.94

Sixty-seven

ANNUAL REPORT

AUDITOR'S REPORT

We desire to call attention to the fact that there is a difference in the totals as given in the Treasurer's report and as set forth in Exhibit B of the Auditor's report. This difference is due to the fact that the Auditor took the figures as they stood on the evening of June 30, 1922, while the Treasurer is forced to include checks received later, in order that churches may be given credit in the Year Book for offerings sent. If churches could have remittances in the hands of the Treasurer on June 30th, it would avoid all such discrepancies.

CHARLES L COEN Manager
CERTIFIED PUBLIC ACCOUNTANT

WESTERN AUDIT COMPANY
CERTIFIED PUBLIC ACCOUNTANTS
914-915 FLETCHER TRUST BUILDING
INDIANAPOLIS, IND.

JULY 28
1922

Board of Directors
Board of Education
Disciples of Christ
Indianapolis, Indiana.

Gentlemen:-

Pursuant to our engagement, we have made an audit of the books and records of the Treasurer, Elizabeth T. Gilbert, for the year July 1, 1921 to June 30, 1922.

Our report includes only cash actually received and disbursed between and including July 1, 1921 and June 30, 1922.

All recorded cash receipts were traced to deposit in the bank.

All checks were verified with entry in book and signatures and endorsements scrutinized.

The bank account was reconciled as shown in Exhibit.

All footings were tested and found correct.

Attached are the following Exhibits:

Exhibit A - Balance Sheet
Exhibit B - Financial Statement
Exhibit C - Bank Reconciliation

Respectfully,

WESTERN AUDIT COMPANY

BY Ch. L. Coen Manager

Certified Public Accountant.

BOARD OF EDUCATION

BOARD OF EDUCATION—DISCIPLES OF CHRIST
INDIANAPOLIS, INDIANA

BALANCE SHEET AS AT JUNE 30, 1922

EXHIBIT A

ASSETS

Cash in bank	\$ 9,051.06	
Cash in office	5.28	
Total cash on hand....	\$ 9,056.34	
College assessments unpaid..	8,874.22	
Accounts receivable, mis- cellaneous	558.53	
Furniture and fixtures	1,113.25	
Total		\$19,602.34

LIABILITIES

Contributions for colleges....	6,983.82	
Reserve for shrinkage	2,000.00	
Net worth	10,618.52	
Total		\$19,602.34

ANNUAL REPORT

BOARD OF EDUCATION—DISCIPLES OF CHRIST INDIANAPOLIS, INDIANA

FINANCIAL STATEMENT JULY 1, 1921—JUNE 30, 1922

EXHIBIT B

Balance in Irvington State Bank, July 1, 1921	\$15,814.55
Liberty Bonds on hand, July 1, 1921	200.00
Total	<u>\$16,014.55</u>

RECEIPTS

From churches, undesignated.....	31,296.10
From churches, designated	8,267.08
From Sunday schools	1,673.30
From Individuals	327.45
From colleges	2,362.69
World Movement, undesignated....	3,359.41
World Movement, designated.....	1,064.17
Miscellaneous	1,278.97
Interest	10.61
	<u>49,639.78</u>
Total	<u>\$65,654.33</u>

DISBURSEMENTS

Administrative Expense—	
Salaries	10,782.50
Traveling expense	2,979.09
Stenographers	1,434.90
Printing, stationary, supplies, and postage	365.36
Rent	480.00
	<u>16,465.45</u>
Telephone and telegraph	112.14
Clerical	140.68
Miscellaneous	170.78
	<u>5,958.30</u>
Publicity Expense—	
News advertising	907.00
Circular advertising	2,342.92
World Call	1,037.04
Year Book	631.89
Incidental	1,039.45
	<u>5,958.30</u>

B O A R D O F E D U C A T I O N

Miscellaneous Expense—

Contributions for churches	24,015.51
World Movement, undesignated	6,546.49
World Movement, designated.....	919.17
Council of church boards	1,012.80
Incidental	1,685.55

34,179.52

Disbursements, July 1, 1921—

June 30, 1922	56,603.27
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Balance in bank—June 30,
1922

\$ 9,051.06

Bank Account—

Balance July 1, 1921	15,814.55
Add—Deposits July 1, 1921—June 30, 1922	49,589.78

65,404.33

Less—Disbursements July 1, 1921

—June 30, 1922

56,353.27

Balance June 30, 1922

9,051.06

Liberty Bonds—

On hand July 1, 1921	200.00
Add—Liberty Bonds received	50.00

250.00

Less—Liberty Bonds disbursed....

250.00

On hand June 30, 1922

None

ANNUAL REPORT

BOARD OF EDUCATION—DISCIPLES OF CHRIST

BANK RECONCILIATION—IRVINGTON STATE BANK—
JUNE 30, 1922.

EXHIBIT C

Balance as per ledger account.....		\$ 9,051.06
Balance as per Irvington State Bank statement	\$13,903.26	
Less Outstanding Checks—		
No. 363	1.34	
No. 366	3,149.88	
No. 367	268.21	
No. 375	328.24	
No. 382	2.50	
No. 384	75.00	
No. 385	87.50	
No. 386	25.00	
No. 390	100.00	
No. 392	4.10	
No. 393	66.33	
No. 394	288.15	
No. 395	22.25	
No. 396	88.20	
No. 397	4.05	
No. 398	341.45	
		4,852.20
		\$ 9,051.06

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Disciples of Christ
Board of Education, 7th
Annual Report

